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AN EVALUATION
OF THE
LEARNING ASSISTANCE FIELD SERVICE (LAFS)
AND THE
LEARNING ASSISTANCE CENTER (LAC)

by
Stanley A. Perkins, Ed.D.
Professor of Education
University of British Columbia
1975
for

Alberta
EDUCATION
Feb. 1976

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THE ALBERTA TEACHERS' ASSOCIATION
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"The purpose of evaluation is not to prove but to improve."

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CHAPTER I

INTRODUCTION

In January 1974, the evaluator was asked to undertake an external evaluation of the Learning Assistance Field Service (LAFS) located at Red Deer, Alberta, and the Learning Assistance Centre (LAC) at Grande Prairie, Alberta, on behalf of the Department of Education, Government of Alberta. While the two projects had organizational differences, the main purpose and function was the same -- to provide service to children with learning difficulties in rural areas. In addition, the evaluator was asked to assess the Learning Disability Fund programs which were introduced by some school jurisdictions in Zone VI in southern Alberta.

Background and Rationale -- Learning Assistance Field Service (LAFS)

On October 3, 1972, at a meeting of the following school jurisdictions the Central Alberta Regional School District, Number 3, was established. The school jurisdictions which formed the Regional School District were: County of Red Deer #23, Red Deer School District #104, Red Deer Roman Catholic Separate School District #17, County of Lacombe #14, County of Ponoka #3, County of Stettler #6, Stettler School District #1475, County of Camrose #22, Camrose School District #1315, Rocky Mountain School Division #15, County of Flagstaff #29, Neutral Hills School Division #16, County of Painted Earth #18, East Central Alberta Roman Catholic School District, County of Camrose Roman Catholic Separate School District #60, and Theresetta Roman Catholic Separate School District #2306. These sixteen school jurisdictions in effect pooled their financial resources for learning disability services to ensure that children with learning difficulties would receive some special assistance where, in most instances,

none had existed previously, and where most jurisdictions were too small to provide any on their own.

The Regional Board appointed a consultant from the Red Deer Regional office of the Department of Education as the Director of the Learning Assistance Field Service, with the understanding that fifty percent of his time would be devoted to the position. The Director recommended the appointment of four itinerant field consultants, one speech and hearing pathologist, one school psychologist, one reading diagnostician, and one mathematics consultant. All these personnel had been hired by September, 1973.

The Agreement signed by the member school jurisdictions of the Central Alberta Regional School District Number 3 indicates that the LAFS project intended:

- a) To supplement, but not replace, the measures and personnel presently being used in any particular jurisdiction in work with learning disabled children...
- c) To provide services and advise participating personnel in such activities as:
 - (i) Diagnosis, prescriptions, consultations and follow-up problems of individual children,
 - (ii) Communication and articulation with health and social development agencies, School for the Deaf, and other agencies providing special services.
 - (iii) Support to schools and teachers enrolling learning disabled children in special and regular class.
 - (iv) Provide effective school liaison with outside agencies and professional personnel.

("Some Facts and Figures," 1972:4)

Learning Assistance Field Service Goals

The Regional Board approved a number of terminal and enabling objectives for the Project. These objectives were:

Terminal Objectives (pupil outcomes)

A. Affective -- Improvement in:

1. Self-concept
2. Self-concept as a learner
3. Attitudes toward teachers
specific aspects of school:
reading
arithmetic
peers, etc.

B. Cognitive -- Improvement in:

1. Reading
 - (i) Specific basic skills
 - (ii) Comprehension skills
2. Arithmetic
 - (i) Basic concepts and skills
 - (ii) Problem solving

C. Improvement in behavior:

- (i) Reduced incidence of deviant behavior

Terminal Objectives (teacher outcomes)

A. Affective -- Improvement in:

1. Attitude toward disabled learners,
2. Optimism that a structured program will assist disabled learners,
3. Attitude toward the LAFS type of support program.

B. Cognitive -- Increase in:

1. Knowledge concerning learning handicaps
2. Knowledge concerning specific methods, materials and activities of use in diagnostic, prescription and remediation.
3. Knowledge concerning sources and types of assistance available from professionals of other agencies.
4. Knowledge of relevance to parents with learning disabled children.

C. Behavioral -- Teachers will be observed

1. Implementing activities related to diagnosis, prescription and remediation of learning disabilities
2. Implementing other activities characteristic of the LAFS program: criterion-referenced measurement and recording; task analysis of academic and social development programs; contingency management in the classroom; individualizing instruction, and communicating with professionals from outside agencies.

Enabling Objectives

A. Administrative

1. Development of policies by the Central Alberta Regional School District board of trustees
2. Development of regulations, routines and attention to procedural details by the Director and staff within board policy
3. Communication with referent groups concerning project goals, policies and the nature of the support service.

B. Support Services -- LAFS personnel and school system personnel will relate to outside agencies and professionals in these ways:

1. Communication
2. Articulation of programs. Duplication is avoided. (The Provincial Guidance Clinics, Health Units, Glenrose Mobile Clinic and local psychologists and medical personnel--for example--will fill the void relative to mental health diagnosis and prescription and health and sensory needs.)
3. Establishment of a central or common information filing system.

C. Instruction

I. General: The LAFS team will

1. attempt to maximize the distribution of services by focusing upon the larger proportions of learning disabled children found in regular classrooms and who typically would benefit from specialized programs (as opposed to supplementing existing services to handicapped children in special classrooms. Local arrangements will dictate the amount of service provided Special Class teachers).
2. operate within the framework of a behavioral model of instruction in the basic skills which emphasizes the functional relationships of teaching behavior, learning environments, and pupil performance. Subsumed here are activities such as: task analysis of the reading, language and arithmetic programs;

application of the mastery learning concept with its expectation that nearly all children will achieve certain basic and crucial skills; criterion-referenced measurement to establish baseline and feedback information; diagnosis, prescription and remediation which are task-centered; and application of behavior modification reinforcement principles in facilitating social-emotional development as well as the academic tasks of the school.

II. Diagnosis and Prescription -- The LAFS team will provide service and/or assist teachers in:

1. using diagnostic instruments that relate to reading and arithmetic skills and in monitoring classroom behavior,
2. identifying and analyzing task/skill hierarchies in the basic skill areas,
3. developing individualized programs consistent with diagnostic findings and the tasks assigned by the school (the program developed and materials used matches the strengths/deficits of the individual child).

III. Materials, media and technology -- The LAFS team will provide service and/or assist teachers in:

1. the identification and procurement of instructional materials and media appropriate to individualization of instruction for children identified as learning disabled,
2. the design, application, evaluation, and modification of teaching routines and learning environments appropriate to individualization of instruction in the basic skills. (Objectives of the Learning Field Service, circa 1972:3-5)

Learning Assistance Center (LAC) Background and Rationale

At the same time as the LAFS Project was being initiated in Red Deer, the Learning Assistance Center (LAC) project was established at Grande Prairie, Alberta. The LAC was not formed by school jurisdictions pooling their financial resources and forming a regional board. Instead, the LAC at Grande Prairie functioned as a unit within the Department of Education Regional office, and because it had no board, it was able to set its own policy. It, too, became fully operational in September, 1973.

The school jurisdictions served by LAC were: County of Grande Prairie #1, Grande Prairie School District #2357, Grande Prairie Roman Catholic Separate School Division #28, East Smoky School Division #54, Spirit River School Division #47, Fairview School Division #50, Peace River School Division #10, High Prairie School Division #48, Fort Vermilion School District #61, East Peace Separate Board, North Peace Separate Board, Grovedale School District #4910, and Spirit River Separate School Division.

In the LAC Project, too, the Director was assigned to his role for fifty percent of his time. The LAC team was located at Grande Prairie, and for the major part of the 1973-74 year travelled as a team. The team consisted of one reading specialist, two educational psychologists, one special therapist, and one social worker.

In addition to being able to set its own policy, another difference between the LAC and LAFS Projects was the fact that the former travelled as a team, whereas the latter had four field consultants, each of whom was responsible for approximately one quarter of the region. In the LAC Project, the records were centralized and in generally better condition than in the LAFS Project, where they were decentralized and where there was a lack of clerical help.

Learning Assistance Center Goals

I. Major Goal -- To provide a team of specialists offering diagnostic and resource services that will assist teachers, parents, and other agencies in Zone One to better provide for the overall development of exceptional or educationally handicapped children.

II. Objectives Concerned with the Process of the Center

A. To establish a procedure for securing input on new cases, so that given a new referral, the team can effectively gather all the pertinent background information on that child.

1. Given a referral, the team should be able to interview the parent for purposes of obtaining the developmental history and other significant home based behavior and associated information on the child.

2. When provided with a new case, for the team to be able to approach health unit nurses, teachers, guidance clinics, and other similar agencies in order to gain a reasonable (as viewed by an independent educational observer) picture of the child's physical, emotional, social, mental and educational development, as observed prior to the team's interview with the child.
 3. Given referrals with all relevant information, the Learning Assistance Center will consider the requests and select those candidates who can be assisted by the center.
- B. To develop a procedure for individual clinical type assessments, so that given a referral with accompanying pertinent information, the team can ascertain a measure of behavior of the child through the use of a variety of individual tests and observations.
1. When provided with the necessary background information on the child, the team will be able, by studying this information, to plan an appropriate program of assessment for the child.
 2. After administering a battery of tests, the team should be able to diagnose the strengths and specific problems of the student, as judged by his performance on the tests.
- C. For the Learning Assistance Center personnel to cooperate via means such as case conferences, with other agencies whose responsibility is also related to the overall welfare of children, so that one can approach the attainment of complete information on the total child,
1. When confronted with a student problem case, the team shall consult, where necessary, with schools and other agencies in the community.
 2. Where requested by teachers, parents, or representatives of community agencies, the team will provide a consultative service focusing on areas within the specialties of the members of the team.
 3. Given a situation where the expertise of another community agency complements the services of the Learning Assistance Center, the Center, in cases where deemed advisable by both parties, will combine forces for special task assignments.
- D. To provide a service which would provide prescription-type recommendations for coping with educationally handicapped children.
1. Given an assessment of a child, rounded out by a case conference, the Center will recommend the referral of

the child to other agencies or special placements, where it appears advisable.

2. Following a diagnostic assessment of a child with learning problems, the team, where applicable, will make recommendations for the modification of the child's behavior and/or learning environment, so that the child may improve his performance as judged on subsequent observations by teacher and team.
 3. After the team assesses an educationally handicapped child, the team will be prepared to recommend and, in many cases, provide suitable materials or methods for teachers and/or parents to use with the child, so that the child will be able to improve skills in such areas as receptive (auditory, visual, kinesthetic), organizational abilities, expressive (vocabulary, language and motor), and specific academic (language arts and arithmetic) as evidenced by subsequent teacher observations, teacher and/or standardized tests, or special check lists.
 4. When presented with accurate diagnosed information on a child experiencing learning difficulties, to plan an individualized program for the purpose of meeting the needs of the child, and later reviewed and assessed during the observational follow-up conference with the classroom teacher and/or parents.
 5. Provided with the assessment of a situation requiring remedial or skill building programming, to recommend supportive program assistance such as volunteer aides, teacher inservice, teacher visitations, or the establishment of special classes or programs where this appears
 6. Where conveniently possible, the members of the team will use behavioral objectives for specific cases in order to give greater direction for the planning of student programs or personalized remedial packages.
 7. Given situations requiring the prescribing of remedial materials or curriculum development, the team will work together with education consultants in the regional office whose specialty is related to the areas in which specific children may have problems.
- E. To establish a procedure for follow-up so that given a case where Learning Assistance Center recommendations for remediation were made, a systematic review of the child's progress will be made within a reasonable period of time.
1. After a period of time, if a child is not progressing as expected on materials prescribed by the Learning

Assistance Center, the team will represcribe new materials so as to offer the child a better chance of overcoming his handicaps.

2. Since the area served (Zone One) covers a wide territory, and the regional office has consultants in subject areas such as guidance, language arts, mathematics, and intercultural education, where feasible and in the best interests of the child, education consultants will, from time to time, assist with appropriate follow-up activities.
 3. Following an assessment of a child by the Learning Assistance Center, if the subsequent remediation plans do not appear to be successful, within a reasonable length of time, the team will consider reassessing the child in order to ascertain the unique needs of that particular child.
- F. The Learning Assistance Center team should develop procedures for conducting evaluations within the context of its operation.
1. After the center has followed through on a case, the team will ask the schools involved for an evaluative reaction of the center's service based on teachers' observations of the service and its apparent influence on the child(ren).
 2. When provided with new remedial materials for students, to be able to examine and evaluate these as to their value and areas of suitability.
 3. When dealing with different techniques of improving the performance of children, the team will be able, together with the observations of teachers, to assess the comparative value of the different methods.
 4. Following a meeting with the Learning Assistance Center advisory committee, the team will be able to examine its procedures from the public's observations as revealed at such a meeting.
- G. For the Learning Assistance Center to incorporate within its structure provisions for modifications.
1. Where deemed necessary, based on observational feedback from schools and the advisory council, the team should be able to readjust its way of operation in order to operate most effectively.
 2. When planning approaches in response to new requests for inservice or assessments of new referrals, the Learning Assistance Center will tailor its plans according to the observed needs in that particular school system.

H. To provide inservice to teachers and others, where such a need is expressed and when it is observed that such service will be an integral part of a logical overall program.

1. When presented with a request for assistance in identifying cases for referral to the Learning Assistance Center, the team will be able to help by meeting with educators in person or by producing aids such as check lists.
2. Where required by teachers or parents, the Learning Assistance Center will provide consultative assistance in the areas of the team's specialties.
3. Given case referrals where it appears advisable to resolve problems by changing the behavior of the child, the team will offer suggestions for modifying the child's surriculum and his educational environment as determined by the needs of the child.
4. Where desired by teachers, the Learning Assistance Center will recommend and demonstrate, to individuals or groups of teachers, remedial resource materials and/or teaching techniques.

III. Advisory Council

In order to assist the Learning Assistance Center to offer the most effective service, there shall be established an Advisory Council to the Learning Assistance Center, composed initially of representatives of the following groups: Guidance Clinic, Health Unit, Social Development, Preventative Social Services, Parents' Learning Disabilities Associations, Superintendents' Association, Teachers' Association (Regular classroom and Special Class teachers), Trustees' Association, Medical Association, and the Canadian Mental Health Association.

1. By meeting twice a year, the group will be able to provide valuable observation-type feedback to the members of the Learning Assistance Center team, and thus provide a more accurate basis for future planning.
2. Given a joint meeting composed of local groups who cooperate with the Learning Assistance Center team, ways will be suggested or services volunteered, with which the Learning Assistance Center will be able to better serve the needs of the children in the zone.
3. Through effective communication among the groups involved with the welfare of children, the potential of all groups involved will be multiplied and unnecessary duplication will be avoided.

Zone VI Learning Disability Programs

While the LAC and LAFS programs consisted of two teams of special personnel for providing service to a number of school jurisdictions in Zones I and IV, in Zone VI the service to children with learning disabilities was delivered by providing funds to interested school jurisdictions with large enough school enrolments to make the programs viable on the allowance of \$10.00 per head per elementary student. As reported later, only ten of the sixteen school jurisdictions were able to avail themselves of these funds because of small enrolments and sparsely populated areas.

Field Visits and Collection of Data

The evaluator visited both the LAFS and LAC projects several times (See: Appendix A). In the LAFS project it was necessary to visit the four field consultants and examine their student records as well as the records in the LAFS central office at Red Deer. A few of the records were poorly maintained and of a low professional calibre. The majority of the records were reasonably well maintained. It is difficult to expect a professional to maintain first class student records without adequate clerical assistance. In the case of the poor records found here, however, there was no professional excuse. While a professional may be overworked and extended with a heavy case load, he or she has a responsibility to maintain proper records. How can an accurate assessment of progress be made if proper records are not maintained?

The task of reviewing records was much easier in the LAC project area because of the centralized nature of the project. The LAC records were generally in much better condition and included a signed parental consent form to allow each child to be diagnosed. Referral forms were also generally

present, though not always well completed. In the LAC project much more clerical assistance was available to maintain the records in good condition than in the LAFS project.

As the evaluator and his assistant spent many hours going through records, it soon became apparent that there was a need for a colour-coding system for the various forms used for students' records. Instead of having to sift through dozens of white sheets of paper to find the appropriate data, the evaluator's time would have been considerably reduced by having various colours of paper assigned to various forms used.

In the case of Zone VI, the evaluator not only sent out questionnaires to the administrators of the Learning Disability Fund programs but he also visited a sample of the administrators involved in that Zone.

Overview of the Report

This report includes an introductory chapter which states the goals of the two major projects, LAFS and LAC, and a short statement concerning the Learning Disability Fund programs in Zone VI. A second chapter on learning disability mentions some of the issues and some of the problems in the field because of its rapid growth. Chapter III reviews the methods and procedure used in the evaluation. Chapter IV analyses the questionnaires sent to parents, teachers, principals, superintendents and LAFS and LAC personnel. Chapter V analyses the data from student records in the LAFS and LAC programs. Chapter VI reviews the data collected from administrators responsible for the LD program in Zone VI. Chapter VII compares the LAFS and LAC programs with other systems. Chapter VIII summarizes the report and makes recommendations.

CHAPTER II

LEARNING DISABILITIES: SOME OF THE ISSUES

The area of learning disabilities is a complex, conglomerate of ideas and professional personnel. (Cruickshank, 1972). The purpose of this chapter is to place some of the issues facing the field in sharper focus.

While there are many reasons for the confused situation and the numerous problems which exist in the area of learning disabilities today, the main reason is the almost precipitate development and rapid growth of this field in the last decade. As recently as 1961 the first work to attempt to translate theory into practice was published in the United States. The Association for Children with Learning Disabilities (ACLD) was formed in the U.S.A. in 1964 by a small number of parents, teachers, psychologists and other professionals who were concerned with brain injured children. The Canadian ACLD was formed in Toronto in 1970.

The growth of this field has been so rapid as to be disastrous for any coherent professional attack on the matter. As has often been the case in the field of education, the ACLD was started because it was felt that professional educators were not providing educational programs to meet the needs of children with learning disabilities. Only recently have national professional organizations, such as the Council for Exceptional Children, formed divisions for professionals concerned with children with learning disabilities.

As a result of the spotlight of attention being focused on the needs of children with learning disabilities, school systems have been pressured into action. Before thoroughly understanding the problem, administrators organized classes. Teachers were often placed in charge of classes or programs for these children without preparation for their new role.

Universities organized courses around professors who had little or no experience with these children. (Cruickshank, 1972). In addition, professionals adopted particular remediation approaches and favoured certain programs with little or no empirical evidence to substantiate the choice.

PROBLEMS OF DEFINITION

Today's widespread implementation of the concept of "mainstreaming" and the use of resource rooms or learning assistance centers has led to confusion about the definition of learning disabilities and the scope of the field.

Disabilities in learning fall along a continuum of disorders in the learning process. They may be a significant factor for many school children. The disorders range from gross dysfunctioning, which requires intensive clinical attention, to moderate dysfunctioning, which can be handled in the regular classroom, if instruction is modified to suit the variations in the individual student. (Bryant, 1974).

As general educators have become aware of the concept of learning disabilities, more and more children have been referred to resource rooms for assistance, even those with relatively minor problems. Originally, learning disabilities was a term initiated to apply to children with severe learning problems. The question now arises whether the child with minor learning problems should be sent regularly for special instruction in the resource room, or whether he should be given individualized attention by his regular classroom teacher, who, of course, will need special preparation for this expanded role.

While other categories in special education face the same problem to a lesser degree, the area of learning disabilities has an

overabundance of terminology. There are forty different names, all essentially meaning the same thing. (Cruickshank, 1972) This has resulted in one state, where groups could not agree, on two terms appearing in the education regulations -- "neurologically handicapped" and "educationally handicapped." In other states a variety of terms are used such as "minimal cerebral dysfunction," "central processing dysfunction," "perceptually handicapped," "brain injured," "neurologically impaired," and so on. All these terms have much in common. What was needed was one term which had national recognition.

When the National Advisory Committee on Handicapped Children of the United States Office of Education suggested a definition for learning disabilities in 1968, there was general agreement, but major differences remain in the conceptualization. The definition stresses disorders in neuropsychological processes. It states:

"Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage."

Cruickshank (1972) believes that "learning disabilities are essentially and almost always the result of perceptual problems based on the neurological system." Included are visual-motor problems or visual-perceptual problems, auditory-motor problems or auditory-perceptual problems. It is for this reason that Cruickshank (1972) suggests that the term should be modified to specific learning disabilities. By "specific" Cruickshank means "specific and diagnosed perceptual problems in any one or in all sensory modalities." He states that "a more accurate term than

Specific learning disabilities would be "perceptually impaired," "perceptually handicapped," or "perceptual lag."

Individual learning disability is a concept described by Meier (1970). After analyzing data collected in eight Rocky Mountain states, he concluded that a large portion of grade two children with individual learning disabilities have a disability in receiving, processing, storing, retrieving, and/or expressing data in proper sequence.

The problem of definition has been one of inclusion and exclusion. As Cruickshank (1972) so aptly writes, "The failure to produce a reasonably clear cut statement of definition of the issue will be minimized and avoided when less inclusive terms and more refined concepts are used."

ESTIMATION OF PREVALENCE

Estimates of prevalence or incidence of learning disabilities depend upon the definition and the degree of inclusion and exclusion being used. According to Meier (1970) who conducted a study on the "Prevalence and Characteristics of Learning Disabilities, Found in Second Grade Children in Rocky Mountain States," from four to forty percent of children in regular classrooms had learning disorders of one kind or another. In his study Meier found eleven percent of the grade two children with individual learning problems after a three step process of diagnosis which included (1) a classroom screening instrument -- 80 behavioral indices checked by the teacher; (2) individual diagnosis by a field diagnostic team with a battery of tests; and (3) a medical diagnosis by a team of medical personnel.

On the other hand, Kass and Myklebust (1969) suggested a prevalence range of three to five percent of the school population.

The National Advisory Committee for the Handicapped Children (1968) which was chaired by Samuel Kirk, suggested one to three percent of school children had specific learning disabilities. The latter estimate is much more acceptable if one is using a definition which focuses on students with perceptual learning problems and excludes students with the less serious learning problems.

CHARACTERISTICS

According to Meier (1970), it is noteworthy that, of the individual learning disability (ILD) children referred for psychological examination in his study, 20% were found to be hyperactive, irritable, withdrawn, self-deprecating and aggressive. About 40% were labelled general behavior problems and about 65% were referred to as emotional and easily upset. An examination of the medical histories of ILD children revealed chronic illness to be more prevalent in ILD mothers, 15% compared to zero. About twenty percent of the ILD children had premature births, compared with five percent of the control group. While the controls had no parents over forty, the individual learning disability children had 15% of the parents over forty.

The child with specific learning disabilities presents behavioral symptoms of hyperactivity, impulsivity, short attention span, and perseveration. A psycho-neurological examination of the child with specific learning disabilities or brain dysfunction reveals combinations of impairments in perception, conceptualization, language, memory, attention and impulse control. His development indicates lags in motor, language, and behavior areas. (Schwalb, Blau and Blau, 1969) Once again, the problem is one of degree. We have not yet gathered sufficient data to be certain what degree of developmental lag must be present before it contributes to a specific learning problem.

EARLY IDENTIFICATION

It has taken a long time, but educators are slowly turning toward preventive measures in education somewhat like the public health model. The old adage, an ounce of prevention is worth a pound of cure, has been long neglected in education.

Although 29 readiness tests are listed in the Seventh Mental Measurement Year Book (Buros, 1972), eleven of them lack norms, norm samples, description, data on test reliability, and data on test validity. In the United States, a recent national survey of 980 school districts by Maitland, Nadeau and Nadeau (1974) showed that, of the 59% returning questionnaires, 55% do some type of screening for readiness for academic instruction.

The one measure most often used is the Metropolitan Readiness Test (MRT). (Hildreth, Griffiths and McGouvran, 1969). The most commonly used test after the MRT was one developed by the local school district, 18%. The survey revealed that maximum benefit would be derived from the MRT by administering it at the beginning of the first grade rather than at the end of kindergarten. It then contributes to the first grade teacher's understanding of the child and to the individualization of his instruction. By utilizing previously established MRT cut-off scores (Lessier and Bridges, 1973, and Ferinden and Jacobsen, 1970), or locally derived cut-off scores, teachers are able to identify those children who will most certainly have difficulty in school unless they receive early attention.

Pat and Webb (1966) developed a First Grade Screening Test. In a follow-up study they found that it identified 84% of the children who failed in primary grades. (Pat and Webb, 1970) In an article, "Screening

Kindergarten Children: A Review of and Recommendations," Ragolsky (1968) concluded that language and perceptual-motor factors are reliable predictors of school success, but gross motor performance is not. Eaves, Kendall and Crichton (1974) have shown in their follow-up study that 23% of the whole sample had reading difficulties at the end of grade two (19% of the girls, and 28% of the boys), and "most of these children could be identified while they were still in kindergarten." In a recent follow-up of children tested in kindergarten with their psychometric predictive index, Jansky and de Hirsch (1973) identified 76% to 83% of the children who had failed in reading at the end of grade two.

In addition to psychometric and educational screening and assessment of kindergarten and first grade children, it is vital that they be required to have a medical examination, including a thorough check of vision and hearing. Too many children with a supposedly educational deficiency have been found later to have a sensory deficit. For this reason it is somewhat surprising that some provinces do not require a child to have a medical examination prior to being admitted to school. A child who is not in good health or who has a sensory deficit cannot learn effectively. Some educators would argue that such intervention is too late, and that periodic developmental surveillance should be part of modern early childhood services. Rogers (1971) sees this periodic developmental assessment in infancy and childhood subdivided into areas such as gross motor vision, fine motor, manipulation, hearing and language, and everyday social skills. The key here is continuing surveillance of the child.

More emphasis must be placed on children having periodic developmental surveillance which includes a medical, educational, and

psychological frame of reference. It is not only more economical but more humane to invest the taxpayer's money in the prevention of educational problems than to have to pay for costly remediation and rehabilitation of the victims of such problems.

The screening, group testing approach is one way of initiating a first level, economical approach to preventive education, but it alone is not sufficient. Although an experienced teacher, through use of behavioral check lists, may assist in preliminary screening of children with special problems, it will also require the assistance of competent specialist personnel, such as school psychologists and teachers who have formal preparation in specific learning disabilities, to plan programs for children with specific learning disabilities. Further, it will require the education, assistance and cooperation of parents.

TEACHER QUALIFICATIONS

"The really important changes will only come about as teachers change. Institutions are made up of people, and it is the behavior of teachers in classrooms that will finally determine whether or not our schools meet or fail to meet the challenge of our times. It is at the source of supply -- in teacher preparation -- that review and innovation are most critically called for if we are to bring about the improvements we need in education." (Combs, 1965)

The extent to which an individual student's needs are met in the classroom depends in large measure upon the competence of teachers. "The responsibility of teacher education programs to assist student teachers to develop appropriate skills and competences is critical." (Combs, 1965)

With the rapid growth of the field of learning disabilities, teachers have been assigned roles for which they have little or no preparation, either formal or informal. Unfortunately, in Canada little

attention has been given to the planning of manpower needs in this field. The result has been that conscientious and interested teachers have filled the vacant positions. Considering the real and vital needs of the child with a learning disability, one is prompted to ask if this is a satisfactory way to staff a position requiring the formal preparation of special and complex skills.

In England, Australia, New Zealand and the Scandinavian countries, in order to provide properly prepared teachers to work with children with learning disabilities, experienced teachers are given educational leave on full pay to upgrade their qualifications by taking postgraduate preparation in specialist areas dealing with handicapped children.

Another plan would be for provincial governments to assign specifically earmarked funds to a university for the purpose of preparing a stated number of teachers per year for the field of learning disabilities. This would allow a university to screen and select applicants for a specialized program of studies in the area of learning disabilities. There is an urgent need for well qualified teachers in special education in Canada, not only in the area of learning disabilities, but also in other areas of special education.

Qualifications of teachers could be raised by phasing in specialist certification. Most states in the U.S.A. require specialist certification for teachers in special education, as do the provinces of Ontario and Quebec. No western province requires specialist certification for teachers who work with exceptional children. A handicapped child is entitled to be taught by a teacher with special competencies to meet his particular needs.

SYSTEMS OF SERVICE

Dunn (1968), Lilly (1970), Iano (1972) and Christopoles and Renz (1969) have presented well documented articles making a case for a change to the traditional system of delivering special education through self contained classes. The critics of special education classes state that most children do no better academically, emotionally and behaviorally than similar children in regular classes, and the system of separate classes should be discontinued because it contributes to the segregation and stigmatization of the children involved. In 1968 Brown stated that it was a matter of conjecture whether there is more individualization of instruction in special classes. At the time of his writing, eighteen states had no special certification for teachers, supervision of special teachers was inadequate, and special curricula did not differ significantly from those used with normal children. Now nearly all states have specialist certification.

In contrast, Roos (1970) has summarized the arguments of educators favouring special classes. They maintain that segregated placement permits reduction of competition, facilitates homogeneous groupings, improves the students' self esteem, allows for efficient groupings for instruction, permits individualization of instruction, and provides for specialized teachers, curricula and equipment and facilities. Research has not substantiated this position.

As Hammill and Wiederholt (1972) state, "the application of obscure or questionable criteria concerning placement" has led to the almost exclusive use of the special education class. They suggest that, instead of the traditional approach of "trying to determine into which category a particular child fits," the school psychologist should be

discovering the skills the student needs to be taught, and the most efficient way of instructing him.

An alternative method of organizing a program of special education is through the resource room. In the resource room, children are referred for specific help in educational and/or behavioral areas, and grouping is based on instructional levels and needs. Children receive appropriate instruction without being labelled or diagnosed in the traditional sense. (Hammill and Weiderholt, 1972)

The resource room is not intended to supplant all special classes. It does provide a middle way between the almost exclusive use of special classes and their disbandment. Special classes will continue to exist as a setting for children who cannot tolerate or be tolerated by the regular class, even with the support of a resource room. The resource room is not seen as the answer to all of the difficulties in educating handicapped or problem children. (Hammill and Weiderholt, 1972) The noncategorical resource room is seen as a promising supplement to existing special education services.

THE RESOURCE ROOM DEFINED

A resource room is any instructional setting to which a child comes for specific periods of time, usually on a regularly scheduled basis. The handicapped child in the special class is there on a full time basis. In the case of a resource room, he attends on a part time basis.

The resource room is not a crisis room where children are sent to "cool off." Neither are they "study halls." Nor are they essentially "diagnostic centers". Certainly they are not punishment centers. (Hammill and Weiderholt, 1972)

The primary goal of the resource room teacher is to provide the kind of instructional support to both the child and his teacher that makes it possible for the student to continue in the regular classroom, and that stimulates his educational and emotional growth. The resource room concept is not new. It has existed since 1913, when Dr. Robert Irwin began the first coordinated program for the visually handicapped. (Frampton and Gall, 1955)

With the non-categorical resource room system, the special class serves as a "back up". Children are only enrolled in special classes because they cannot be integrated. This means the special classes will increasingly accommodate the more severely impaired children.

A major advantage of the resource room concept is that the regular class teacher is being helped by the special education teacher. The regular class teacher is the learning coordinator, and the resource room teacher is an assistant who helps further the goals established. (Reger and Kappmann, 1971)

For a detailed explanation of the resource room and how it operates the reader is referred to the article by Reger and Kappman, 1971. Hammill and Weiderholt (1972) summarize the advantages of the non-categorical resource room concept as follows:

1. Students can benefit from specific resource room training while remaining integrated with their friends and age group in school.
2. Students have the advantages of a total remedial program, which is prepared by the resource room teacher, but may be implemented in cooperation with the regular class programs.
3. Resource rooms are less expensive to operate than tutoring, remedial reading, and special class programs.
4. More children can be served under the resource room system than can be served by the present system.

5. Since the resource room teacher is assigned to a particular school, he is less likely to be viewed as an "outsider" than would be the psychologist, remedial reading therapist, speech correctionist, or other itinerant staff.
6. Because young children with mild, though developing problems can be accommodated immediately, later severe disorders can be prevented.
7. Because disability diagnoses are not necessary for placement purposes, students are not labelled in any way as handicapped.
8. Because labeling and segregation are avoided, the stigma invariably associated with receiving special attention is minimized.
9. Since most elementary schools are large enough to accommodate one or more resource rooms, students can receive help in their own neighbourhood school.
10. Students are recipients of flexible scheduling in that remediation can be applied entirely in their classrooms by the regular teacher with some resource room support, or in the resource room itself. Also, the schedule can be altered quickly to meet the students' changing situations and needs.
11. Because placement in the school is an individual school matter, involving the principal, the teachers and the parents, no appreciable time lapse need occur between the teacher's referral and the initiation of special services for the child.
12. Under this alternative, medical and psychological work-ups are done only on the school's request -- rather than on a screening for placement basis. Thus the school psychologist is freed to do the work he was trained to do, instead of being relegated to the role of psychometrist.
13. Since the resource room will absorb most of the handicapped children in the school, special classes will increasingly become instructional settings for the truly handicapped students.
14. Because of the broad training and experience of the resource room teacher, he or she is likely to become an in-house consultant to the school.

While the resource room concept appears to have much promise, the key to its success is teacher competence. This applies to both the resource room and the regular teachers. "The resource room program allows

each school to act upon its own definition of handicap or disability and to try to resolve its own ecological educational problems."

(Reger, 1973)

INSTRUCTIONAL MATERIALS

Although the key component in the success of the resource room concept is a competent teacher, professionals familiar with the field of special education and regular readers of the Journal of Learning Disabilities in particular will be very much aware that even the most competent teacher is restricted in his or her performance without an appropriate and adequate supply of curriculum and instructional materials. Reger et al (1968) pointed out very aptly that it is not enough for the administrator merely to locate an empty classroom and hire a teacher in order to set up a special education program. He has neglected an important component -- the curriculum and special instructional materials.

Resource room teachers must have a thorough background, both theoretical and practical, concerning the use of instructional materials. It is not sufficient that the teacher be knowledgeable; it is vital that the materials be available in adequate quantities to permit the implementation of an appropriate program. To this end, administrators have a responsibility to ensure that funds for this purpose are written into the annual budget.

PARENT INVOLVEMENT

In Operational Plans for Early Childhood Services it states that "parents should constitute the majority of the local Early Childhood Services Committee." (Alberta Government, 1973) This statement reflects

the major transformation that has taken place in the last decade regarding the relationship between home and school. This transformation has come about because educators serving the educationally disadvantaged have found that intensive parental involvement is necessary if the program objectives are to be attained. (Lopate et al, 1971) And early childhood educators have learned that parental involvement facilitates preschool programs. (Calvert, 1971) Parents have become much more aware and better informed about their children's education. As taxpayers contributing toward the school's operation, parents have become more concerned as to what is taking place within the schools. Many parents today with children with learning disabilities are better informed about the topic than are many regular classroom teachers who have had no preparation for this contingency. The parents have had to live with the children for several years, and are likely to have become self-educated in this area.

While it is true that a growing number of educators favour parental involvement, some, nevertheless, discourage it. The latter do so because of the complexities of the modern educational process, and because of some parental indifference.

Many professionals feel that no useful purpose is served by continuing to blame parents for a child's behavioral problems. They support the views of Voelker (1967) who suggests that we recognize:

"the importance of cooperation and understanding between the home and the school if the child is to realize his maximum growth and development. When parents and teachers work at cross purposes, the child suffers. When parents and educators possess a mutual appreciation of the role each has to play in the education of the child, opportunities for development are increased." (page 692)

Current research overwhelmingly supports parental involvement in many aspects of the educational process initiated by the school.

Parents have successfully participated in child management discussion groups (Funk and Brooks, 1971) and in instruction for their preschool child (Hunt, 1971, Strahman and Allen, 1967) as well as functioning as teacher aides in the classrooms. (Calvert, 1971)

In special education, parents have been successfully trained to facilitate the speech therapist's task. In separate studies, mothers have been successfully trained in speech correction methods to significantly improve their child's acquisition of articulated sounds. (England, Fredala and Ganoung, 1972, Sommers, Furlong, Rhodes, Frihter, Bowser, Copetas and Saunders, 1964)

Parents of mentally retarded children have shown that through counselling more extensive home-school interaction can be successful. (Appell, Williams and Fischell, 1964, and Wolfensberger and Keirtz, 1969)

Direct parent involvement in behavior modification has been successful in a number of studies. (Haring and Phillips, 1962 and Hawkins, Petersen, Souverd and Sejou, 1966) These studies and reviews confirm a growing consensus of agreement among professional educators that parental involvement is a necessary prerequisite to effective instruction in both general and special education.

TEAM APPROACH

Children with learning disabilities often have more than one problem. The difficulty does not usually exist in isolation. For example, the child with a speech problem may also have an emotional problem. The child with disruptive classroom behavior may not be able to read. A child may have a reading problem as well as fine motor coordination difficulties and some emotional disturbance. Few children are unihandicapped, but many are multihandicapped.

Few specialists are prepared to deal with the multiple problems presented by children, and even fewer teachers have been prepared to handle the multiple complex problems. Since many teachers and specialists work in isolation, there is a need to foster a multidisciplinary team approach for diagnosis and remediation work among children with learning disabilities. These are best achieved through a team approach. The front line of the team should be formed by the psychologist, the diagnostic-prescriptive teacher and the consultant teacher. Parents should be involved at all times as members of the team. As the need arises, referrals should be made to and assistance sought from speech therapists, audiologists, ophthalmologists, physicians, pediatricians and psychiatrists.

Because of the educational nature of the problem, and because the teacher is the one who has to implement an instructional program, the educator should act as the coordinator of the team. This has not been the case traditionally, but tradition must change if we are to meet the needs of children with learning difficulties.

RESEARCH

The field of learning disabilities has grown rapidly in the last decade. As Bryant (1974) writes, "the most serious problem in LD is the lack of a research base for corrective procedures used in the field." Research is needed to fill in the underlying deficits in corrective procedures and their effectiveness. An example of the misuse of corrective procedures is reported by Bryant (1974). A survey of 382 members of the Division of Children with Learning Disabilities of the Council for Exceptional Children found that the Frostig perceptual motor materials were the most frequently used. Over a dozen research studies have shown

that the Frostig perceptual motor materials have no transfer to learning to read. While there may be many reasons for this, the evidence clearly questions the value of training on the Frostig as a means of assisting children with reading disabilities.

The unfortunate fact is that many teachers of children with learning disabilities are not aware of this data. There is a great need to disseminate research findings.

Education should adopt the practice prevalent in other industries where a definite percentage of the annual budget is assigned to research, such as 5% by the food industry, 10% by the aircraft industry, and 15% by the electrical industry. "Education needs to structure its practices so that program evaluation and experimental research is an automatic, integral part of its modus operandi." (Deno, 1970)

CHAPTER III

METHOD AND PROCEDURE

"The purpose of evaluation is not to prove but to improve."

(Stufflebeam et al, 1971) This chapter describes the method, the rationale for using it, and the procedures used in the evaluation of the LAC, LAFS and Zone VI projects.

METHOD

For centuries human beings have engaged in evaluative operations by evaluating many aspects of their environment as well as their own actions and the acts of other people. While "there had been occasional reference to evaluation in the literature of education, until the 1967 essays by Scriven (1967) and Stake (1967) few writers (other than Ralph W. Tyler in the 1930's and 1940's) had addressed themselves seriously to the overall conceptual nature of educational evaluation." (Popham, 1975)

EVALUATION DEFINED

To evaluate something is to determine its worth, but to determine the worth of something properly it must be done formally and systematically. Michael Scriven (1967), one of the foremost education evaluation theorists, believes that "systematic educational evaluation consists of a formal assessment of the worth of educational phenomena...the heart of the definition involves assessment of worth or determination of merit."

Evaluation as viewed by Nelson (1970) is a systematic process for collecting and using information for decision making. It should provide a basis for planning programs, monitoring their progress and assessing their outcomes." (Tyler, 1967) defined evaluation as "the process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction."

In an article, "Toward a Science of Evaluation," Stufflebeam (1968) wrote "evaluation is the science of providing information for decision making...the design and analysis of educational evaluation is a most complex and difficult undertaking." In a valuable publication on evaluation in special education made possible through the Bureau of Education for Handicapped Children, Meierhenry (1969) stated, "Evaluation takes place in order that decision making may be improved." So, as Stufflebeam et al (1971) stated, evaluation is not "to prove but to improve."

The definition of evaluation used for this study is the one by Stufflebeam (1971), "Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives."

EVALUATION AND RESEARCH

Educational evaluation is often mistaken for educational research. While there may be many similarities, there are also some differences. Both engage in systematic inquiry, use measurement devices, and analyze them systematically. Both write reports. On the other hand, while both researchers and evaluators attempt to secure additional knowledge, they use it differently. "Researchers want to draw conclusions. Evaluators are more interested in decisions." While researchers are primarily interested in understanding phenomena per se, evaluators want to understand phenomena in order to guide someone's actions. The educational researcher is "interested in discerning the nature of the relationships among educational variables...The evaluator is interested in a particular situation and what decisions to make about it." (Popham, 1975.)

There are two key aspects to evaluation which were first enunciated by Scriven (1967), formative and summative evaluation. Formative evaluation

refers to the assessment of a program which is still in existence and capable of being modified, whereas summative evaluation refers to the assessment of completed instructional projects. Since the LAC, LAFS projects are still in existence, the evaluation here being reported can be considered to be a formative evaluation.

EVALUATION MODEL USED

An evaluation model should describe to some degree what observations to make, how to make them, how to analyze the data from the observations, and how to interpret and distribute the information. A model does not "tell" us precisely what to do, but rather "suggests" certain questions and certain analysis procedures. When an evaluator selects a particular model, he makes certain critical decisions concerning the relationship between specific variables and the kinds of information he will investigate. While an evaluator may use only certain selected parts of any specific model for a given task, the model still represents the underlying framework of the entire evaluation. (Nelson, 1970)

The CIPP (Context evaluation, Input evaluation, Process evaluation, and Product evaluation) is one of the best known of the decision facilitating evaluation schemes. It is the one the evaluator selected to use as a guide in this study. The model was originated by Daniel Stufflebeam and Egon Guba. Stufflebeam (1971) believes that "since evaluation is performed in the service of decision making," it should emphasize the provision of information useful to those who make decisions.

The three steps in the CIPP evaluation process are described as follows: (1) delineating. This focuses on the specification, definition, and explication, and is usually carried out collaboratively between the

evaluator and the decision maker; (2) obtaining: focuses on the collection, organization and analysis of information, and is a technical activity carried out primarily by the evaluator; and (3) providing: focuses on the synthesis of information, so that it will be useful for the purposes of evaluation. "All three steps involve information and how it can best be isolated, gathered and presented to those people who make educational decisions." Popham, (1975.)

CIPP MODEL

CONTEXT	INPUT	PROCESS	PRODUCT
DECISION MAKING	Formative	Evaluation	

The most basic kind of evaluation, according to Stufflebeam (1971), is context evaluation which attempts "to provide a rationale for the determination of educational objectives...or to isolate the problems." Input evaluation "provides information regarding how to employ resources to achieve program objectives." Process evaluation has as its main purpose the identification of any defects in the procedural design. It is an actual monitoring of the instructional procedure in order to overcome procedural difficulties. Product evaluation (outcome evaluation in the CSE Model by Atkin, 1974) is the measuring and interpreting of the attainments yielded by the instructional program, as often as necessary.

OTHER IMPORTANT EVALUATION CONCEPTS

1. Goal Free Evaluation. One approach to evaluation has been for the evaluator or team of evaluators to determine the goals of a project; and then all subsequent actions by the evaluator or team were significantly influenced by the project goals. Scriven (1972) has opined that such goal-preoccupation might actually be interfering with the quality of the evaluator's work. In contrast to goal based evaluation, goal free evaluation focuses on the outcomes of a program, intended as well as unanticipated. The goal free evaluator attends to results accomplished by the designer's programs. "The chief advantage of goal free evaluation is that it encourages the evaluator to be attentive to a wider range of program outcomes, than might be the case with a goal based evaluator who has been unduly influenced to look for project results consonant with project aims." (Popham, 1975)

2. Evaluator Judgment of Programs. In Stakes' Countenance Model (1967), attention is directed toward an explication of description and judgment of an on-going program. To understand fully a program, the evaluator believes both description and judgment are necessary. Two bases for program judgment are (a) a comparison with absolute standards, such as a personal judgment about the program, and (b) comparison to relative standards, or descriptions of similar programs. When processing judgment information, the evaluator should provide a comparison between the descriptive data from the program under evaluation and descriptive data from several other programs of a similar nature, if possible.

LIMITATIONS OF LAC AND LAFS EVALUATION

As Tyler (1967) wrote, "Evaluation is the process of determining the degree to which changes in behavior are critically taking place."

This concept has two important aspects. First it implies the evaluator must appraise the behavior of students, and second it implies that "evaluation" must involve more than a single appraisal at any one time.

Meierhenry (1969) has written in a similar vein. "The ultimate test of a program's effectiveness is the extent to which it has changed the behavior and capabilities of a child. Wherever possible, data concerning change should be used for evaluation."

A definite limitation of this study which is now being reported is that the evaluator was engaged after the project had been in existence for a considerable time. Therefore, the evaluator had no alternative but to be primarily involved in process evaluation. Under these circumstances, unfortunately, the type of process evaluation which was possible was limited. Instead of being able to collect data on actual student change in behavior, by having the student appraised more than once, all that was possible was the collection of descriptive data based on adults' perceptions of the students and the programs. While this can be useful, it is not as effective as the presentation of actual data on student change in behavior. The lack of data on student change in behavior is a serious limitation of this study.

PROCEDURE

LAC, LAFS PROJECTS

The evaluator visited both projects a number of times (See: Appendix A), discussed the projects with the personnel involved, examined the students' records, and collected and coded data on each student. In the case of the LAFS project, the evaluator and his assistant visited schools in Zone IV to obtain data from the decentralized records.

POPULATION SAMPLE

For the purpose of this study, the population sample consisted of all the students who had been referred to either LAC or LAFS up to the time that the data was collected by the evaluator in May, 1974.

QUESTIONNAIRES TO ADULTS

After visiting both LAC and LAFS projects several times, and after collecting the names and examining the records of students who were referred to both teams, the evaluator designed questionnaires which were mailed to parents, teachers, principals, superintendents, and special personnel from the LAC and LAFS projects.

STUDENT DATA

The student data was coded for sex, grade, type of referral, and types of assessment at the time of diagnosis. In many instances more than one type of problem was stated on referral and on diagnosis. The data was coded as follows:

Academic:

A R	Reading
A OL	Oral Language
A M	Mathematics
A W	Writing
A MR	Mental Retardation
A SL	Slow Learner
A ASS	Assessing Readiness

Non-Academic, Health:

NA H	Hearing
NA V	Vision
NA Ph	Physical
NA Sp	Speech
NA CP	Cerebral Palsy
NA E	Epilepsy
NA Hy	Hyperactive

Non-Academic, Non-Health:

NA M	Motor
NA C	Cultural
NA BD	Behavior and Discipline
NA PA	Perceptual Auditory
NA PV	Perceptual Vision
NA D	Developmental Lag
NA Mot	Motivation Problems
NA ED	Emotional Disorders

Other:

I	Screening Inventory
V	No Problems
W	Not Seen Yet by the team for assessment
Y	Approved for School Admission (preschool).

Referred to Agencies:

MH	Mental Health
SW	Social Welfare
SH	Services to Handicapped
PH	Public Health
DR	Private Physician

Assessed by LAC or LAFS Team:

EP	Educational Psychologists
RS	Reading Specialists
SP	Speech Therapists
RC	Remedial Consultant (LAFS)
SCW	Social Worker (LAC)
MA	Mathematician

In addition, the dates of referral and assessment were recorded and coded.

This enabled the evaluator to analyze the number of students and the amount of time involved in the delay between referral and assessment. The number of referrals to different community agencies was also analyzed, and the number of assessments by the various specialists on the two teams.

ZONE VI

While the school jurisdictions in Zone I and Zone IV were provided with the services of the two teams of special personnel, LAC and LAFS, the school jurisdictions in Zone VI in southern Alberta were given the

opportunity to provide service to children with learning disabilities via the LD Fund. This fund allowed each school jurisdiction \$10.00 for each elementary child enrolled in its school system. There are sixteen school jurisdictions in Zone VI. Four school systems are located within the two major cities, Lethbridge and Medicine Hat, and the remaining twelve school jurisdictions are located either in small towns or in the sparsely populated rural area of southern Alberta. The initiative was on the chief administrator and his staff to apply for the LD Funds from the Department of Education. In 1972-73, ten school jurisdictions applied for LD Funds. These school jurisdictions were:

School Divisions:

No. 2	Cardston
No. 6	Taber
No. 28	Willow Creek
No. 29	Pincher Creek
No. 63	Crows Nest Pass

Counties:

No. 8	Forty Mile House
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Districts:

Lethbridge School District No. 51
 Lethbridge Roman Catholic Separate School District No. 9
 Medicine Hat School District No. 76
 Medicine Hat Roman Catholic Separate School District No. 21

The evaluator mailed a questionnaire to all school jurisdictions in Zone VI which received LD Funds. He also visited and spoke with the administrator in the Lethbridge Public School District No. 51, the Lethbridge Separate School District No. 9, the Taber School Division No. 6, the Medicine Hat School District No. 76 and the Medicine Hat Separate School District No. 21.

It was ascertained that no one uniform approach was used in delivering assistance to children with learning disabilities by the school jurisdictions which received LD Funds. Because of the variety of approaches, and because of the demands on the evaluator's time, no attempt was made to collect data concerning the students or from parents, teachers and principals from school jurisdictions in Zone VI which were funded by the LD Fund. This is a definite limitation of this study.

Questionnaires were also mailed to six school jurisdictions which did not apply for LD Funds in 1972-73.

The following chapters in this report analyze the questionnaires mailed to LAC, LAFS and Zone VI. The data collected on students in the LAC area and LAFS project is examined.

CHAPTER IV
ANALYSIS OF QUESTIONNAIRES -- LAFS AND LAC

Following the examination of student records in both the LAFS and LAC projects, questionnaires were designed. This chapter analyses the results of these questionnaires which were mailed to parents, teachers, principals, superintendents and LAFS and LAC specialist personnel.

Table IA indicates the number of questionnaires which were mailed to each group and the number completed and returned to the evaluator. While the number of returns from superintendents and special personnel was 100%, the returns from parents, teachers and principals were less than 50%. No follow-up questionnaires were sent out, because, originally, the evaluator had planned to tabulate the data during the summer of 1974. An unforeseen change in position made this impossible.

TABLE IA

	LAC			LAFS		
	<u>Mailed Out</u>	<u>Returned</u>		<u>Mailed Out</u>	<u>Returned</u>	
Parents	449	152	33%	632	154	24%
Teachers	335	127	37%	340	171	50%
Principals	75	37	46%	80	52	69%
Superintendents	12	12	100%	16	16	100%
Team Personnel	5	5	100%	7	7	100%

PARENTS

The data in this section is based on the returns from identical questionnaires which were mailed to the parents of children receiving special assistance in both the Learning Assistance Centers (LAC) and in the Learning Assistance Field Service (LAFS). The names of the parents were obtained from the personnel involved in the LAC and LAFS projects. Four hundred and forty-nine questionnaires were mailed out to parents of children in the LAC project, and one hundred and fifty-two to parents of children in the LAFS project, and one hundred and fifty-two replies were received, or a return of 33%. In the case of the LAFS project, six hundred and thirty-two questionnaires were mailed out, with a return of one hundred and fifty-four questionnaires, or a return of 24%. No follow-up letter of questionnaire was mailed to the parents.

Following are brief comments pertaining to each Table.

1. Table I indicates that 96.71% of the parents in the LAC project were aware that their child was being referred to LAC, whereas only 75% of the parents in the LAFS project knew. In other words, whereas only 2.63% of the parents in the LAC project answered that they were not aware their son or daughter was being referred for special help, 23.88% of the parents in the LAFS project answered that they were not advised that their child was being referred for special assistance.

(See: Table I, page 43)

TABLE I -- PARENTS

WERE YOU MADE AWARE YOUR SON OR DAUGHTER WAS BEING REFERRED TO LAC OR LAFS?

	N	YES	No	No Answer
LAC	152	96.71	2.63	.66
LAFS	154	75.32	23.38	1.30

WHO INFORMED YOU THAT YOUR SON OR DAUGHTER WAS REFERRED TO LAC OR LAFS?

N=152	Percentage*	N=116	Percentage*
LAC Team	6.12%	LAFS Team	2.59%
Principal	47.62%	Principal	29.31%
Teacher	44.90%	Teacher	71.55%
Health Personnel	4.08%	Health Personnel	1.72%
Parent Initiated	3.40%	Parent Initiated	0
Son or Daughter	0	Son or Daughter	.86%

* Some Parents checked more than one answers, therefore the total percentage exceeds 100%.

2. Table II shows that 68.42% of the parents of children in the LAC project felt their child improved as a result of his experience in the project, while 79.22% of the parents of children in the LAFS project felt their children profited and improved as a result of their experience in the program. (See: Table II, page 45)

3. Table III demonstrates that 50.00% of the parents of children in the LAC project rated their child's progress as excellent or good. In comparison, 57.14% of the parents of children in the LAFS project assessed their children's progress as excellent or good. To state this in the negative form, 34.87% of the parents in the LAC project rated their child's progress as fair or poor, and 35.06% of the parents of children in the LAFS project also rated their child's progress as fair or poor. This means that for one third of the parents with children in both projects, little improvement was noticed. (See: Table III, page 45)

4. The data in Table IV shows that most parents in both projects were contacted a varying number of times following the initial referral to LAC or LAFS. However, the significant result in this Table is that 20.39% of the parents whose children were referred to the LAC and 28.57% of the parents whose children were referred to LAFS clinic were not contacted either by a team member, the teacher or the principal following the referral for assistance. This reflects a breakdown in professional communication and a lack of courteous consideration for the parent. (See: Table IV, page 46)

5. Table V shows that 65.13% of the parents of children in the LAC project, and 74.03% of the parents of children in the LAFS project thought their child's reaction to the project was excellent or good. (See: Table V, page 46)

TABLE II -- PARENTS

DO YOU FEEL YOUR SON OR DAUGHTER PROFITED AND IMPROVED IN PROGRESS
AS A RESULT OF BEING SEEN BY LAC OR LAFS

	N	No Answer	Yes	No	Too Early to tell
LAC	152	9.87	68.42	19.08	2.63
LAFS	154	6.49	79.22	11.04	3.25

TABLE III -- PARENTS

HOW WOULD YOU RATE YOUR SON OR DAUGHTER'S PROGRESS

	N	No Answer	Excellent	Good	Fair	Poor	No Program Initiated	Don't know
LAC	152	11.18	6.58	43.42	21.05	13.82	3.29	.66
LAFS	154	6.49	9.74	47.40	28.57	6.49	0	1.30

TABLE IV -- PARENTS

HOW MANY TIMES WERE YOU CONTACTED AFTER THE INITIAL REFERRAL TO LAC OR LAFS
EITHER BY A TEAM MEMBER, THE TEACHER, OR THE PRINCIPAL

	N	0	1	2	3	4	5	6	Don't know	No Answer
LAC	152	20.39	25.00	26.32	15.79	5.26	.66	1.97	0	4.61
LAFS	154	28.57	19.48	18.18	18.18	7.14	2.60	2.60	.65	2.60

TABLE V -- PARENTS

WHAT WAS YOUR SON OR DAUGHTER'S REACTION TO THE LAC OR LAFS PROGRAM
WHICH WAS IMPLEMENTED FOR HIM OR HER AT SCHOOL

	N	No Answer	Excellent	Good	Fair	Poor	No Special Program Implemented	No Reaction	Upset
LAC	152	13.81	14.47	50.66	13.82	3.95	3.29	0	0
LAFS	154	4.55	22.73	51.30	14.29	3.90	1.30	1.30	.65

6. The results in Table VI indicate that 84% of the parents in the LAC project were aware of their child's problem before he was referred to LAC, whereas only 59.09% of the parents of children in the LAFS project indicated such awareness. This difference between the two groups of parents is difficult to explain. It indicates that parents in the LAC project were more aware of the child's problem than the LAFS group of parents. No clear explanation for such differences can be given. (See: Table VI, page 48)

7. While Table VII presents data showing that a little more than three quarters of the parents with children in both projects were satisfied with the special efforts made for their child in school, approximately 18% of parents with children in both projects expressed dissatisfaction. This is nearly one parent in five showing dissatisfaction. (See: Table VII, page 49)

8. Table VIII shows that a little more than 6 out of 10 parents in both projects were advised by the project team as to what they could do to help their son or daughter at home. On the other hand, approximately 3 out of 10 answered that they were not advised as to how they could help their child at home. (See: Table VIII, page 50)

9. Table IX is interesting in that of the parents with children in both projects who responded, 94% agreed more financial assistance needed to be provided to assist children with learning difficulties. (See: Table IX, page 50)

10. Table X was an open-ended question asking for comments about LAC or LAFS. There seems to be agreement by the parents with children in both LAC and LAFS that children need more individual help in school, that aides and volunteers are needed to help provide the individual help, and that the LAC and LAFS territory is too large for effective handling. (See: Table X, page 51)

TABLE VI -- PARENTS

WERE YOU AWARE OF YOUR SON OR DAUGHTER'S PROBLEM
BEFORE HE OR SHE WAS REFERRED TO THE LAC OR LAFS TEAM

	N	No Answer	Yes	No
LAC	152	2.63	84.87	12.50
LAFS	154	36.36	59.09	4.55

COMMENTS:	LAC	LAFS
1. CHILD RELUCTANT TO GO TO SCHOOL	1.32	1.30
2. HEARING PROBLEM DUE TO WAX IN INNER EAR	3.29	1.95
3. SON OR DAUGHTER SLOW	4.61	4.55
4. READING PROBLEM	7.89	12.34
5. HAS HAD PROBLEM SINCE INFANCY	2.63	1.30
6. SPEECH PROBLEM	4.61	3.25
7. PARENT INITIATED REFERRAL	7.24	18.23
8. TEACHER REFERRAL	3.29	2.60

TABLE VII -- PARENTS

WERE YOU SATISFIED WITH THE SPECIAL EFFORTS MADE
FOR YOUR SON OR DAUGHTER AT SCHOOL

	N	No Answer	Yes	No
LAC	152	5.92	76.32	17.76
LAFS	154	3.25	79.22	17.53

COMMENTS:	LAC	LAFS
1. PROJECT SHOULD BE CONTINUED	2.63	1.30
2. INSUFFICIENT HELP FROM SCHOOL	9.87	7.14
3. GOOD HELP FROM SCHOOL	15.79	26.62
4. AFTER PROGRAM WAS INITIATED	3.29	2.60
5. INTERVENE EARLIER	1.32	2.60
6. DON'T KNOW	0	1.30

TABLE VIII -- PARENTS

WERE YOU ADVISED BY THE LAC OR LAFS TEAM AS TO WHAT
YOU COULD DO FOR YOUR SON OR DAUGHTER AT HOME

	N	No Answer	Yes	No
LAC	152	5.26	66.45	28.29
LAFS	154	2.60	63.64	33.77

COMMENTS	LAC	LAFS
1. I would like help	5.84	9.21
2. School gave parents advice for tutoring at home	22.08	10.53
3. LAC or LAFS member helpful	.65	9.87

TABLE IX -- PARENTS

WOULD YOU LIKE TO SEE MORE EDUCATIONAL FINANCES ASSIGNED
TO PROVIDING SPECIAL ASSISTANCE TO CHILDREN WITH LEARNING DIFFICULTIES

	N	No Answer	Yes	No	Don't Know
LAC	152	3.95	94.08	1.97	0
LAFS	154	1.30	94.16	3.90	.65

COMMENTS	LAC	LAFS
1. MORE FINANCES	4.61	.65
2. MORE PERSONNEL	5.92	.65
3. DIAGNOSIS AT A YOUNGER AGE	11.18	9.09
4. RURAL AREAS ARE NEGLECTED	3.95	1.30
5. COMPULSORY ATTENDANCE	1.32	0
6. PROJECT NOT WORTHWHILE	.66	0
7. HELP CHILDREN LEARN	0	.65

TABLE X -- PARENTS

ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE ABOUT LAC OR LAFS
SERVICE TO CHILDREN WITH SPECIAL NEEDS
WOULD BE APPRECIATED

COMMENTS	LAC	LAFS
1. NO ANSWER	10.53	31.17
2. CHILDREN NEED INDIVIDUAL HELP	24.34	14.29
3. LAC OR LAFS OF GREAT HELP TO SON OR DAUGHTER	1.32	0
4. PARENT TUTORED CHILD AT HOME	6.58	11.04
5. NEED PROGRESS REPORT FROM TEACHER	2.63	1.30
6. AIDES AND VOLUNTEERS NEEDED	14.47	14.29
7. NO DISCUSSION OF DIAGNOSIS WITH PARENTS	7.24	6.49
8. CONTINUE AND EXPAND PROJECT	3.29	1.95
9. TOO LONG A DELAY IN IMPLEMENTING SPECIAL PROGRAM FOR CHILD	3.95	3.25
10. LAC AND LAFS TERRITORY TOO LARGE	6.58	4.55
11. TEACHERS NEED EDUCATION IN HELPING ALL CHILDREN	1.32	.65
12. EFFECTS OF LABELLING	1.32	0
13. NEED MORE ASSISTANCE WITH SPEECH PROBLEMS	0	.65
14. SON OR DAUGHTER NOT MOTIVATED	.66	.65
15. NEED BETTER COORDINATION OF LAC OR LAFS AND SCHOOL	3.29	3.25
16. NO PROBLEMS	.66	.65

TEACHERS

The data in this section is based on the responses to identical questionnaires which were mailed out to 335 teachers associated with the LAC project and 340 teachers associated with the LAFS project. One hundred and twenty-seven teachers in the LAC project responded, or 37%, compared with one hundred and seventy-one teachers in the LAFS project, or 50%. No follow-up letter was mailed to teachers.

A brief analysis of the data follows with comments being made about the pertinent results in each table:

1. Table I reports that 29.32% of the teachers associated with the LAC project and 36.26% of the teachers associated with the LAFS project referred one student to their respective project. Also, 33.07% of the teachers in the LAC project referred two students, and 21.64% of the teachers in the LAFS project referred two students. The teachers reporting three referrals comprise the next highest percentage, 14.96% in LAC and 16.37% in LAFS. Teachers referring one, two and three students comprise 77.05% of the respondents in the LAC project and 74.27% of the respondents in the LAFS project. (See: Table I, page 53)

2. Table II reveals the respondents reactions to the question, "How many students would you have referred if unlimited service had been available?" Teachers in the LAC project replied that 21.26% would not have made any additional referrals, 78.74% had additional referrals indicated if service had been available. Twenty-eight percent of the teachers responding in the LAFS project reported that they did not have any additional referrals, which meant that 71.93% had additional referrals. (See: Table II, page 53)

TABLE II -- TEACHERS

HOW MANY STUDENTS WOULD YOU HAVE REFERRED
IF UNLIMITED SERVICE HAD BEEN AVAILABLE

	N	0	1	2	3	4	5	6	7	8	9	10	11	12	13	15	18	20	25
LAC	127	21.26	4.72	17.32	21.26	8.66	9.45	7.09	.79	2.36	.79	1.57	0	0	.79	0	0	2.36	.79
LAFS	171	28.07	8.19	18.71	13.46	12.28	4.09	4.09	1.17	1.75	.58	1.75	.58	1.75	.58	.58	.5	1.17	.58

TABLE I -- TEACHERS

HOW MANY STUDENTS HAVE YOU REFERRED TO THE LAFS TEAM

	N	0	1	2	3	4	5	6	7	8	9	10	11	12	15	19	20	21
LAC	127	1.57	29.92	33.07	14.96	7.09	3.15	3.94	.79	.79	.79		.79	1.57			.79	
LAFS	171	1.17	36.26	21.64	16.37	6.43	4.09	2.34	3.51	1.17	1.75	2.34		.58	.58	.58	.58	.5

3. Table III. While a little more than 70% of the teachers in both projects were satisfied with the procedure for referral in their school district, a little over 20% in both school districts were dissatisfied. Some of the objections were that there was no follow-up from the team, that it took too long to get assistance, or that there was no consultation with the classroom teacher. (See: Table III, page 55)

4. Table IV shows that if the data for 3, 4, 5 and 6 months are added for each project, 23% of the responding teachers in the LAC project waited three to six months or more for help, and 24% of the teachers replying from the LAFS project waited three to six months. (See: Table IV, page 55)

5. Table V demonstrated that over 80% of the teachers in both projects were consulted regarding the students they referred to LAC or LAFS. (See: Table V, page 56)

6. Table VI shows one important difference between the two projects. In the LAC project, teachers were required to complete a referral form for each student and the "Yes" response of 95% attests to this. The 3.15% negative response must have been either some exception to the rule or some very early referral before the referral form was implemented. The LAFS project, on the other hand, did not require all teachers to complete a referral form, as indicated by the data, 33.72% "Yes" and 64.91% "No".

If teachers are going to give careful thought to the children they refer for special assistance, and if they are going to express their concerns about the child's problem to the special personnel, what better way is there to do this than through a well completed referral form? (See: Table VI, page 56)

TABLE III -- TEACHERS

WERE YOU SATISFIED WITH THE PROCEDURE FOR REFERRAL
IN YOUR SCHOOL DISTRICT

	N	No Answer	Yes	No
LAC	127	2.36	72.44	24.41
LAFS	171	1.75	76.02	21.64

IF YOU ANSWERED "NO", WHAT ARE YOUR OBJECTIONS?

		<u>LAC</u>	<u>LAFS</u>
1.	NO FOLLOW UP	10.24	6.43
2.	TOOK TOO LONG TO GET ASSISTANCE	9.45	5.26
3.	NO CONSULTATION WITH CLASSROOM TEACHER	6.30	7.60

TABLE IV -- TEACHERS

HOW LONG AFTER REFERRING THE STUDENT OR STUDENTS IN YOUR CLASS
DID YOU HAVE TO WAIT BEFORE THEY WERE SEEN BY THE LAFS TEAM

	N	Same Day	Same Week	2 Weeks	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months
LAC	126	3.17	3.97	15.08	36.51	18.25	10.32	2.38	3.97	6.35
LAFS	171	8.19	7.02	18.13	25.73	16.37	9.94	1.75	2.34	10.53

TABLE V -- TEACHERS

DID THE TEAM OR TEAM MEMBER CONSULT YOU
REGARDING THE STUDENT OR STUDENTS YOU REFERRED TO LAC OR LAFS

	N	No Answer	Yes	No
LAC	127	2.36	80.31	17.32
LAFS	171	1.75	88.30	9.36

TABLE VI -- TEACHERS

WERE YOU REQUIRED TO COMPLETE A REFERRAL FORM FOR EACH
OF THE STUDENTS YOU REFERRED TO LAC OR LAFS TEAM

	N	No Answer	Yes	No
LAC	127	.79	95.28	3.15
LAFS	171	1.17	33.92	64.91

TABLE VII -- TEACHERS

HOW WOULD YOU RATE THE MEANINGFULNESS OF THE REPORT
AND INDIVIDUALIZED PROGRAM GIVEN YOU BY
THE LAC OR LAFS TEAM TO ASSIST YOU WITH THE STUDENT'S PROBLEM

	N	No Answer	Excellent	Good	Fair	Poor	No Program Given
LAC	127	2.36	22.05	39.37	25.20	9.45	.79
LAFS	171	4.09	12.87	39.18	28.65	14.04	1.17

7. In Table VII, the teachers were asked to rate the meaningfulness of the report given them by LAC or LAFS to assist them with the student's problem. Sixty-one percent of the teachers associated with the LAC rated the report as excellent or good, compared with 52% of the teachers associated with LAFS. On the other hand, 34% of the teachers associated with LAC project rated the reports as fair or poor compared with 42% of the teachers associated with the LAFS project. (See: Table VII, page 56)

8. Table VIII reports on whether the program directions received by the teacher from either project included references for instructional materials and/or methods of instruction. Sixty-six percent of the teachers associated with the LAC project reported "Yes," compared with 76% of the teachers associated with the LAFS project. Twenty-nine percent of the teachers involved with the LAC project reported "No", they had not received any reference for materials and/or methods of instruction, compared with 18% of the teachers associated with the LAFS project. (See: Table VIII, page 58)

9. Table IX reveals that 54% of the teachers involved with the LAC project did not have sufficient materials available to implement the individualized programs the student needed, compared with nearly 30% of the teachers associated with the LAFS project. This is a serious deficiency preventing teachers from effectively implementing prescribed individualized programs. (See: Table IX, page 58)

10. Table X reveals that the majority of teachers involved with both the LAC and LAFS project referred only one or two students. In the case of the first student referred (A) 33.86% of the teachers associated with LAC project rated the student's progress as excellent or good,

TABLE VIII -- TEACHERS

DID THE PROGRAM DIRECTIONS INCLUDE COPIES OR REFERENCES
OF INSTRUCTIONAL MATERIALS AND/OR METHODS OF INSTRUCTION

	N	No Answer	Yes	No	Some
LAC	127	2.36	66.93	29.13	.79
LAFS	171	2.92	76.61	18.71	1.75

IF YOU ANSWERED "NO", WAS THE PROBLEM:

	LAC	LAFS
1. SPEECH	8.11	32.26
2. PSYCHOLOGICAL ASSESSMENT	8.11	22.58
3. NO INSTRUCTIONS	21.62	19.35
4. MATERIALS NOT PROVIDED	5.41	9.68

TABLE IX -- TEACHERS

DID YOU HAVE SUFFICIENT MATERIALS AVAILABLE TO YOU
TO IMPLEMENT THE TYPE OF INDIVIDUALIZED PROGRAM THE STUDENT NEEDED

	N	No Answer	Yes	No	Some	Too Late
LAC	127	7.09	38.58	54.33	0	0
LAFS	171	6.43	60.82	29.82	2.34	.58

TABLE X -- TEACHERS

HOW WOULD YOU RATE THE STUDENT'S OR STUDENTS' PROGRESS
AS A RESULT OF THE CONSULTATION GIVEN
BY THE TEAM OR TEAM MEMBERS

	LAC N - 127					LAFS N - 171				
	No Answer	Excellent	Good	Fair	Poor	No Answer	Excellent	Good	Fair	Poor
STUDENT A	7.87	7.09	26.77	30.71	26.77	8.19	8.19	34.50	35.09	14.04
STUDENT B	40.94	1.57	16.54	27.56	13.39	45.03	3.51	20.47	19.30	11.70
STUDENT C	69.29	1.57	8.66	11.02	9.45	64.33	1.17	11.11	18.13	5.26
STUDENT D	83.46	.79	3.94	6.30	5.51	78.95	1.17	5.85	9.94	4.09
STUDENT E	88.98	.79	2.36	3.15	3.94	84.80	.58	4.09	8.77	1.75
STUDENT F	92.91	.79	.79	2.36	3.15	88.30	0	3.51	5.26	2.92

while 57.40% rated the student's progress as fair or poor. Forty-two percent of the teachers associated with the LAFS project rated their student's progress as excellent or good, while 49.13% rated it as fair or poor.

Student (B) shows an even greater disparity between the student whose progress was rated as excellent and good, compared with fair and poor by teachers in both the LAC and LAFS project.

The results show that approximately 50% of the teachers associated with both projects rated their students' progress as fair or poor. This would seem to indicate too large a number of students who made too little progress after receiving special attention. Some of the reasons why they made too little progress can be found in some of the other answers to other questions in this section.

11. In Table XI, the data shows that the teachers associated with both projects had insufficient time to implement individual programs for their students. Sixty-seven percent of the respondents in the LAC project and 73% in the LAFS project answered that they lacked time to properly assist the student. The most frequently mentioned reason was that classes were too big, 55% and 61%. Some teachers stated that they lacked skills to implement the program: 16% of LAC teachers, and 16% of LAFS teachers.

(See: Table XI, page 61)

TABLE XI -- TEACHERS

WERE YOU ABLE TO DEVOTE ENOUGH TIME TO IMPLEMENT
THE STUDENT'S OR STUDENTS' PROGRAM
AS PLANNED BY THE LAC OR LAFS TEAM

	N	No Answer	Yes	No	Some Programs
LAC	127	9.45	22.05	67.72	0
LAFS	171	3.51	21.64	73.10	1.75

IF YOUR ANSWER WAS "NO", PLEASE CHECK:

	<u>LAC</u>	<u>LAFS</u>
1. CLASS TOO BIG	55.81	64.80
2. LACKING SKILLS	16.28	16.00
3. NO ADMINISTRATIVE SUPPORT	11.63	8.80
4. OTHER:		
4.1 NO PLANNED PROGRAM	8.14	12.00
4.2 BAD WEATHER AND SICK STUDENTS	1.16	.80
4.3 LACK OF TIME	26.74	30.40
4.4 NEED HELP	2.33	1.60
4.5 WITH ASSISTANCE FROM PARENTS	1.16	.80
4.6 LACK OF MATERIALS	12.79	0

12. An important result revealed in Table XII is that 44% of the teachers associated with the LAC project and 77% of the teachers associated with the LAFS project reported that there was no follow-up with students referred to either the LAC or the LAFS project. This would seem to be a surprisingly high number of students for whom no follow-up was given. Much would depend, of course, on the philosophy on which the delivery model was based. From answers given to some of the other questions, it would seem that the size of the territory which had to be covered by the team and the number of referrals received contributed to the low number of follow-ups. However, a basic philosophical position could have been that the teams were going to see fewer students and do more follow-ups to ensure better service and program implementation.

13. The extent of follow-up assistance required by the teachers is shown in Table XIII. Eighty-one percent of the teachers in the LAC project required further assistance, compared with 69.59% in the LAFS project. (See: Table XIII, page 63)

14. Table XIV shows how the teachers rated the overall service given by LAC and LAFS. Fifty-eight percent of the teachers in the LAC project rated the service as excellent or good, while 38.58% rated it as fair or poor. In the LAFS project, 50.87% of the teachers rated the service as excellent or good compared with 46.78% who rated it as fair or poor.

When over one-third of the teachers in both projects rate the service as fair or poor, there would seem to be some need for reviewing the philosophy and organization of both the LAC and LAFS projects.

(See: Table XIV, page 63)

TABLE XII -- TEACHERS

HOW MANY FOLLOW UPS DID THE LAC OR LAFS TEAM MEMBER MAKE
WITH THE STUDENT OR STUDENTS YOU REFERRED

	N	0	1	2	3	4	5	6	7
LAC	127	44.88	29.92	14.17	7.09	.79	.79	.79	1.57
LAFS	171	77.19	14.04	4.09	2.34	.58	1.17	.58	0

TABLE XIII -- TEACHERS

COULD YOU HAVE USED MORE FOLLOW UP ASSISTANCE
FROM THE LAFS TEAM OR TEAM MEMBER

	N	No Answer	Yes	No
LAC	127	7.87	81.10	11.02
LAFS	171	9.94	69.59	20.47

TABLE XIV -- TEACHERS

HOW WOULD YOU RATE THE OVERALL SERVICE GIVEN
BY THE LAC OR LAFS TEAM

	N	No Answer	Excellent	Good	Fair	Poor
LAC	127	1.57	13.29	45.67	27.56	11.02
LAFS	171	2.34	15.20	35.67	33.33	13.45

15. Table XV. While one-third of the teachers in both projects rated the service as fair or poor, they answered quite affirmatively that they wanted the service expanded: 91% of LAC group, and 77% of LAFS group. (See: Table XV, page 65)

16. On the other hand, Table XVI reports data which reveals that 55% of the teachers associated with the LAC project and 77% of the teachers associated with the LAFS project would like to see the service expanded in another form. (See: Table XVI, page 65)

17. Table XVII shows the type of expanded service preferred by the teachers in both projects -- remedial staff for each school: 38% by the LAC group, and 50% by the LAFS. (See Table XVII, page 65)

18. In Table XVIII, in response to the question, "Do you think there is a need for a counsellor at the elementary school?" Eighty-three percent of the teachers associated with the LAC project responded "Yes" and 76% of the teachers in the LAFS project responded "Yes", indicating strong support for an elementary school counsellor. (See: page 66)

19. In Table XIX, the teachers voiced an even stronger concern for having a qualified resource room teacher in each school to provide individual assistance to students with learning difficulties. In the LAC project, 94% of the teachers responded "Yes", and in the LAFS project 89% responded "Yes". This indicates the overwhelming support by teachers for resource room teacher in their school to provide individual assistance to students with learning difficulties. (See: Table XIX, page 66)

TABLE XV -- TEACHERS

WOULD YOU LIKE TO SEE THE TYPE OF SERVICE GIVEN
BY THE LAC OR LAFS TEAM EXPANDED

	N	No Answer	Yes	No
LAC	127	2.36	91.34	5.51
LAFS	171	4.09	77.19	18.71

TABLE XVI -- TEACHERS

WOULD YOU LIKE TO SEE THE SERVICE PROVIDED
IN ANOTHER FORM

	N	No Answer	Yes	No	Don't Know
LAC	127	14.17	55.12	29.13	.79
LAFS	171	4.09	77.19	18.71	0

IF YOU ANSWERED "YES" TO QUESTION 16, DESCRIBE THE FORM OF SUPPORT
SERVICE YOU WOULD LIKE TO SEE IN YOUR SCHOOL:

	<u>LAC</u>	<u>LAFS</u>
1. PSYCHOLOGIST SERVICES	0	2.41
2. COUNSELLOR	0	0
3. INDIVIDUALIZED PROGRAMS	30	3.61
4. LAC OR LAFS COVERS TOO LARGE AN AREA	2.86	2.41
5. REMEDIAL STAFF	38.57	50.60
6. INSERVICE FOR STAFF	7.14	1.20
7. LAC OR LAFS FOLLOW UP	12.86	2.41
8. MATERIALS	8.57	0

TABLE XVIII -- TEACHERS

DO YOU THINK THERE IS A NEED FOR A QUALIFIED COUNSELLOR
AT THE ELEMENTARY SCHOOL LEVEL

	N	No Answer	Yes	No	Not Sure
LAC	127	2.36	83.46	13.39	0
LAFS	171	7.60	76.02	15.79	.58

TABLE XIX -- TEACHERS

DO YOU THINK THERE IS A NEED FOR A QUALIFIED RESOURCE ROOM TEACHER
IN EACH SCHOOL TO PROVIDE INDIVIDUAL ASSISTANCE
TO STUDENTS WITH LEARNING DIFFICULTIES
FOR AT LEAST PART OF EACH DAY

	N	No Answer	Yes	No
LAC	127	.79	94.49	3.94
LAFS	171	4.68	89.47	5.85

20. Table XX reveals that not all teachers participated in inservice education conducted by LAC or LAFS: 58% of the teachers in the LAC project did not receive any inservice education, and 54% of the teachers in the LAFS did not receive any inservice education.

(See: Table XX, page 68)

21. In Table XXI, in rating the inservice education, 36% of the teachers in the LAC project rated it as excellent or good, 11% rated it as fair or poor, and 48% answered that they had received no inservice education. In the LAFS project, 38% of the teachers rated the inservice education as excellent or good, 32% rated it as fair or poor, and 25% answered that they had received no inservice education. With the current emphasis on integration, planned, coordinated inservice education should be available to all teachers.

(See: Table XXI, page 68)

22. In Table XXII, teachers were asked to express their comments or reactions to LAC and LAFS projects. The three most frequently occurring comments were: (1) LAC and LAFS personnel were not competent enough; 30% and 21% respectively. (2) LAC and LAFS are good programs: 14% and 14% respectively; and (3) lack of remediation programs: 18% and 11% respectively.

(See: Table XXII, page 69)

TABLE XX -- TEACHERS

DID YOU PARTICIPATE IN ANY INSERVICE EDUCATION
SPONSORED BY THE LAFS TEAM

	N	No Answer	Yes	No	Not Sure
LAC	127	3.15	34.65	58.27	3.15
LAFS	171	8.77	36.76	54.39	.58

TABLE XXI -- TEACHERS

HOW VALUABLE DID YOU FIND THE INSERVICE EDUCATION
BY THE LAFS TEAM

	N	No Answer	Excellent	Good	Fair	Poor	None Given
LAC	127	3.15	13.39	22.83	8.66	2.36	48.82
LAFS	171	25.15	8.77	29.82	25.15	7.60	3.51

TABLE XXII -- TEACHERS

OTHER COMMENTS OR REACTIONS TO LAC OR LAFS

	<u>LAC</u>	<u>LAFS</u>
1. NO ANSWER	3.94	9.94
2. LAC OR LAFS TYPE PROGRAM IN EACH SCHOOL	2.36	8.19
3. LAC AND LAFS PERSONNEL NOT COMPETENT ENOUGH	30.71	21.64
4. LAC AND LAFS SPREAD TOO THINLY	1.57	4.09
5. TEACHER NEEDS ASSISTANCE WITH MATERIALS	.79	2.34
6. PROGRAM SHOULD BE EXPANDED	4.72	6.43
7. GOOD SO FAR BUT TOO EARLY TO EVALUATE	0	1.17
8. LACK OF REMEDIATION PROGRAMS	18.11	11.70
9. GOOD INSERVICE	.79	2.92
10. IMPROVED COORDINATION NEEDED	4.72	3.51
11. LAC AND LAFS ARE GOOD PROGRAMS	14.17	14.04
12. EARLIER DIAGNOSIS AT YOUNGER AGE	1.57	.58

PRINCIPALS

The data reported in this section is based on identical questionnaires mailed to principals in both the LAC and LAFS projects. Eighty questionnaires were mailed to principals in the LAC project and 37 replies were received, or 46%. In the LAFS project, 75 questionnaires were mailed to principals, and 52 replies were received, or 69%. No follow-up letter or questionnaire was mailed out.

1. Table I reveals that principals in both projects referred a varying number of students to LAC or LAFS for assistance -- from one to fifteen students being referred. What is even more interesting to note, however, is that 30% of the principals in the LAFS project responded that they did not make any referrals. Whether there was a misinterpretation of the question, or whether it was answered carelessly is hard to determine. A response of zero referrals for the LAC project shows that only 5% of the principals responded to this category.

(See: Table I, page 71)

2. Table II shows the varying number of students reported by principals as being seen by LAC or LAFS. For instance, 8% of the principals in the LAC project reported one student in the school had actually been seen by LAC since its inception (one year later), and 5% of the principals in the LAFS project reported one of their students had been seen by LAFS.

On the other hand, 26% of the principals in the LAFS project reported NO students in their school had been seen by LAFS at the time of reporting (June 1974), while only 2% of the principals in the LAC project answered in a similar manner.

(See: Table II, page 71)

TABLE I -- PRINCIPALS

HOW MANY STUDENTS IN YOUR SCHOOL WERE REFERRED TO THE LAC OR LAFS TEAM

	N	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LAC	37	5.41	8.11	8.11	8.11	0	5.41	13.51	2.70	5.41	8.11	5.41	5.41	8.11	2.70	8.11	5.41
LAFS	52	30.77	7.69	3.85	0	13.46	11.54	0	1.92	9.62	3.85	7.69	5.77	0	1.92	0	1.92

TABLE II -- PRINCIPALS

HOW MANY STUDENTS IN YOUR SCHOOL WERE ACTUALLY SEEN
BY THE LAC OR LAFS TEAM SINCE ITS INCEPTION

	N	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LAC	37	2.70	8.11	10.81	8.11	8.11	8.11	10.81	5.41	5.41	5.41	10.81	5.41	8.11	2.70	0	0
LAFS	52	26.92	5.77	3.85	1.92	11.54	15.38	0	7.69	7.69	5.77	3.85	3.85	0	1.92	1.92	5.77

3. The question in Table III as to how many more students in their school could have been referred if some service had been available was answered by 35% of the principals in the LAC project with zero, and by 44% of the principals in the LAFS project similarly. At the other extreme, 18% of the principals reported that they could have referred ten more students to LAC, and 15% reported that they could have referred ten more students to the LAFS.

(See: Table III, page 73)

4. Table IV reveals that 75% of the principals in the LAC project were satisfied with the referral procedure, and 82% of the principals in the LAFS project were also satisfied with the referral procedure.

(See: Table IV, page 73)

5. For those principals who were unsatisfied with the referral procedure, 24% in LAC and 15% in LAFS (See: Table IV), Table V shows that the chief complaints were (1) not permitted to refer enough students, 22% and 12% respectively; (2) limited time and inadequate service; (3) should have been done in conjunction with parents.

The latter comment is particularly significant when one considers the recent litigation cases in the U.S.A. concerning the right to education of the atypical child, part of that right being the right to due process by the parent and the child. Before any referral is made, it would seem highly desirable to consult with the parents. This was never done in many instances, particularly in the LAFS project, because of the policy in some school jurisdictions.

(See: Table V, page 74)

TABLE III -- PRINCIPALS

HOW MANY STUDENTS IN YOUR SCHOOL DO YOU ESTIMATE YOUR STAFF WOULD HAVE REFERRED
TO THE LAFS TEAM IF UNLIMITED SERVICE HAD BEEN AVAILABLE

	N	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LAC	37	37.84	0	5.41	2.70	0	8.11	8.11	0	5.41	0	18.92	0	8.11	0	0	5.41
LAFS	52	44.23	1.92	3.85	3.85	3.85	5.77	9.62	0	1.92	0	15.38	1.92	0	3.85	1.92	0

TABLE IV -- PRINCIPALS

WERE YOU SATISFIED WITH THE PROCEDURE FOR REFERRAL IN YOUR SCHOOL DISTRICT

	N	YES	NO	PARTLY
LAC	37	75.68	24.32	0
LAFS	52	82.69	15.38	1.92

TABLE V -- PRINCIPALS

IF YOU ANSWERED "NO" IN QUESTION FOUR
WHAT ARE YOUR OBJECTIONS

	LAC N=9	LAFS n=8
1. SHOULD HAVE BEEN DONE IN CONJUNCTION WITH PARENTS	11.11	12.50
2. NOT PERMITTED TO REFER ENOUGH STUDENTS	22.22	12.50
3. REFERRALS RESTRICTED TO GRADES 1 TO 6	0	12.50
4. LAC OR LAFS CONSULTANT DIFFICULT TO CONTACT	11.11	0
5. NEED A REFERRAL FORM AS WRITTEN REPORT NOT DONE CONSISTENTLY	0	12.50
6. LIMITED TIME INADEQUATE SERVICE	33.33	0
7. TOO FEW STAFF	11.11	12.50
8. TESTING DONE TOO LATE IN THE YEAR	0	12.50
9. NO ADVANCE NOTICE OF VISITS	11.11	0

6. Table VI shows that in the LAC project, 33% of the principals responded that their students waited from three to six months before they were seen by the LAC team. Similarly, 21% of the principals in the LAFS project reported their students waited three to six months before being seen by the LAFS team. This is far too long to wait after making a referral, but it was unavoidable because of the large number of students the team was expected to serve.

(See: Table VI, page 76)

7. Table VII indicates clearly the degree to which the LAC or LAFS team member consulted with teachers regarding the students they referred. In the LAC project, 91% of the principals answered "Yes", and in the LAFS project 88% of the principals answered "Yes".

8. The data in Table VIII also shows that LAC and LAFS members consulted with principals regarding referral from their school: 83% in the case of LAC principals, and 82% in the case of LAFS principals.

(See: Table VIII, page 77)

9. In Table IX, one difference between the two projects is revealed. In answering the question, "Were your teachers required to complete a referral form?" 97% of the principals in the LAC project answered "Yes", whereas only 36% of the principals in the LAFS project answered "Yes". It seems to the evaluator that the completion of a referral form should be a necessary part of each student referral for special service. While the form should not be made unnecessarily long and laborious, it is necessary to have essential and pertinent data available for the referral team.

(See: Table IX, page 77)

TABLE VI -- PRINCIPALS

WHAT WAS THE AVERAGE WAITING TIME BEFORE THE STUDENT WAS SEEN

BY THE TEAM

	N	No Answer	Same Day	Same Week	2 Weeks	1 Month	2 Mos.	3 mos.	4 mos.	5 mos.	6 mos.
LAC	37		0	2.70	8.11	29.73	24.33	21.62	2.70	0	8.11
LAFS	52		7.69	5.77	23.08	32.69	9.62	9.62	1.92	3.85	5.77

TABLE VII -- PRINCIPALS

DID THE LAC OR LAFS TEAM OR TEAM MEMBER CONSULT YOUR TEACHERS
REGARDING THE STUDENT THEY REFERRED TO THE LAFS FOR ASSISTANCE

	N	No Answer	Yes	No	Some
LAC	37	2.70	91.89	5.41	0
LAFS	52	1.92	88.46	5.77	3.85

TABLE VIII -- PRINCIPALS

DID THE LAC OR LAFS TEAM OR TEAM MEMBER CONSULT YOU
REGARDING THE STUDENTS REFERRED TO LAC OR LAFS FROM YOUR SCHOOL

	N	No Answer	Yes	No	Some
LAC	37	2.70	83.78	10.81	2.70
LAFS	52	1.92	82.69	11.54	3.85

TABLE IX -- PRINCIPALS

WERE YOUR TEACHERS REQUIRED TO COMPLETE A REFERRAL FORM

	N	No Answer	Yes	No
LAC	37	2.70	97.30	0
LAFS	52	3.85	36.54	59.62

10. Table X also reveals a difference between the two projects. In the LAC project, 97% of the principals responded that parents were made aware that their child was being referred to the LAC team, whereas in the LAFS project only 63% of the parents were so informed. This was due to the policy existing in some LAFS school jurisdictions. In this era of concern with rights, such negative policies should not be permitted. Children and parents are entitled to due process which includes a right to be informed regarding referral and a right to be consulted regarding diagnosis, remediation and any special placement. Provincial Department of Education policy should ensure that such due process rights are protected.

11. The data in Table XI shows clearly that parents were very supportive of having their child referred to the LAC or LAFS team: 95% and 78% respectively. (See: page 79)

12. In rating the meaningfulness of reports received from LAC or LAFS, Table XII shows that 78% of the principals in the LAC project rated them as excellent or good, and 57% of the principals in the LAFS project rated them similarly. (See: page 80)

13. Table XIII shows that 24% of the principals associated with LAC project and 26% of the principals associated with LAFS project thought that the reports from LAC and LAFS did not contain enough references to instructional materials and/or methods of instruction. (See: page 80)

14. In answering the question in Table XIV regarding rating the student's progress as a result of assistance given by LAC or LAFS, the majority of principals (over 60% in both projects) gave no answer. They may have felt they were not familiar enough with the student's progress to be able to answer intelligently. (See: page 80)

TABLE IX -- PRINCIPALS

WERE YOUR TEACHERS REQUIRED TO COMPLETE A REFERRAL FORM

	N	No Answer	Yes	No
LAC	37	2.70	97.30	0
LAFS	52	3.85	36.54	59.62

TABLE X -- PRINCIPALS

WERE THE PARENTS MADE AWARE THAT THE STUDENT WAS BEING REFERRED
TO THE LAC OR LAFS TEAM

	N	No Answer	Yes	No	Some
LAC	37	2.70	97.30	0	0
LAFS	52	5.77	63.46	28.25	1.92

TABLE XI -- PRINCIPALS

WHAT WAS THE PARENTS' REACTION TO HAVING THEIR SON OR DAUGHTER
TO THE LAC OR LAFS TEAM

	N	No Answer	Very Supportive	Supportive	Not Sup.	Objected
LAC	37	5.41	29.73	64.86	0	0
LAFS	52	15.38	21.15	57.65	3.85	1.92

TABLE XII -- PRINCIPALS

HOW WOULD YOU RATE THE HELPFULNESS OF THE REPORTS MADE AVAILABLE
TO YOUR TEACHERS BY THE LAC OR LAFS TEAM
TO ASSIST THEM WITH THEIR STUDENTS' PROBLEMS

	N	No Answer	Excellent	Good	Fair	Poor
LAC	37	2.70	24.32	54.05	16.22	2.70
LAFS	52	0	5.77	51.92	28.85	13.46

TABLE XIII -- PRINCIPALS

DID THE REPORTS CONTAIN SUFFICIENT INDIVIDUALIZED PROGRAMS
AND DIRECTIONS AND COPIES OF REFERENCES OF INSTRUCTIONAL MATERIALS
AND/OR METHODS OF INSTRUCTION

	N	No Answer	Yes	No
LAC	37	8.11	64.86	24.32
LAFS	52	5.77	67.31	26.92

TABLE XIV -- PRINCIPALS

HOW WOULD YOU RATE THE STUDENTS OR STUDENTS' PROGRESS
AS A RESULT OF THE ASSISTANCE GIVEN BY THE LAC OR LAFS TEAM

	N	No Answer	Excellent	Good	Fair	Poor
LAC	37	67.97	3.38	14.46	5.95	2.84
LAFS	52	63.37	3.37	13.85	14.13	5.29

15. When questioned whether the teachers were able to implement the LAC or LAFS program for the student, approximately 30% of the principals in both projects answered "No": 29% in the LAC project, and 32% in the LAFS. The main reason given was the inability to devote sufficient time because of a large class. Two other reasons were: (1) lack of instructional materials, and (2) the teacher lacked the skills. (See Table XV, page 82)

16. Table XVI clearly shows the lack of follow-up by both LAC and LAFS personnel. Eighty-one percent of the principals in the LAC project and 76% in the LAFS project reported no follow-up. As will be seen in the LAC and LAFS PERSONNEL tables, the lack of follow-up was of major concern to them, but the philosophical basis of the delivery model made follow-up extremely difficult. (See: Table XVI, page 83)

17. Table XVII indicates that principals wanted more follow-up from LAC or LAFS for their staffs: LAC 78%, and LAFS 84%.

18. In rating the overall service given by the LAC or LAFS team, 72% of the LAC principals rated the service as excellent or good, and 65% of the LAFS principals rated the service similarly. This means, of course, that approximately 25% or more of the principals in both projects rated the service as fair or poor. (See: Table XVIII, page 83)

19. Table XIX reports the strong support for expanding the type of service given by the LAC or LAFS team: 94% of the principals in the LAC project voted support for expansion, as did 75% of the principals in the LAFS project.

20. On the other hand, Table XX indicates that 32% of the LAC principals and 51% of the LAFS principals would like to see the service expanded in another form. The forms most frequently mentioned were "more staff at the school level," and "resource room teachers for each school." (See: page 84)

TABLE XV -- PRINCIPALS

WERE THE TEACHERS ON YOUR STAFF ABLE TO IMPLEMENT
THE LAC OR LAFS PROGRAM FOR THE INDIVIDUAL STUDENT

	N	No Answer	Yes	No	Sometimes
LAC	37	5.41	56.76	29.73	8.11
LAFS	52	0	65.38	32.69	1.92

IF YOU ANSWERED "NO", WAS THE REASON:

	LAC	N 11	LAFS	N 17
1. UNABLE TO DEVOTE SUFFICIENT TIME BECAUSE OF A LARGE CLASS	90.91		70.59	
2. TEACHER LACKED SKILLS	18.81		11.76	
3. TEACHER LACKED INSTRUCTIONAL METHODS	27.27		17.65	
4. PROGRAM DESIGNED BY OUR OWN RESOURCE ROOM TEACHER	9.09		0	

TABLE XVI -- PRINCIPALS

HOW MANY FOLLOW-UPS DID THE LAC OR LAFS TEAM
MAKE WITH THE STUDENTS YOU REFERRED

	N	0	1	2	3	4	5	6	7
LAC	37	81.47	3.86	4.25	2.32	3.05	.77	3.86	.39
LAFS	52	76.65	6.87	7.97	1.92	2.20	2.47	1.65	.27

TABLE XVII -- PRINCIPALS

COULD YOUR STAFF AND THE STUDENT PROFIT FROM MORE FOLLOW-UP
ASSISTANCE FROM THE LAC OR LAFS TEAM

	N	No Answer	Yes	No
LAC	37	21.62	78.38	0
LAFS	52	3.85	84.62	11.54

TABLE XVIII -- PRINCIPALS

HOW WOULD YOU RATE THE OVERALL SERVICE GIVEN BY THE LAFS TEAM

	N	No Answer	Excellent	Good	Fair	Poor
LAC	37	2.70	10.81	62.16	21.62	2.70
LAFS	52	1.92	7.69	57.69	25.00	7.69

TABLE XIX -- PRINCIPALS

WOULD YOU LIKE TO SEE THE TYPE OF SERVICE GIVEN BY THE LAC OR LAFS
TEAM EXPANDED IN THE SAME FORM

	N	No Answer	Yes	No
LAC	37	2.17	94.59	2.70
LAFS	52	3.85	75.00	21.15

TABLE XX -- PRINCIPALS

WOULD YOU LIKE TO SEE THE SUPPORT SERVICE
PROVIDED FOR CHILDREN WITH LEARNING DIFFICULTIES
PROVIDED IN ANOTHER FORM

	N	No Answer	Yes	No
LAC	37	21.62	32.43	45.95
LAFS	52	21.15	51.92	26.92

IF YOU ANSWERED "YES", DESCRIBE THE FORM OF SUPPORT SERVICE
YOU WOULD LIKE TO SEE IN YOUR SCHOOL:

	LAC	N 12	LAFS	N 27
1. DEPENDS ON WHAT WOULD BE AVAILABLE AT THE LOCAL LEVEL	0		3.70	
2. SPEECH THERAPISTS	0		7.41	
3. MORE DIRECT WORK WITH STUDENTS	8.33		18.52	
4. MORE STAFF AT SCHOOL LEVEL	33.33		33.33	
5. RESOURCE ROOM TEACHERS IN THE SCHOOL	25.00		11.11	
6. INSERVICE EDUCATION FOR TEACHERS	0		3.70	
7. NO ANSWER	33.33		22.22	

21. In Table XXI, 67% of the principals in the LAC project and 86% of the principals in the LAFS project agree that there should be a qualified counsellor at the elementary school level. (See: page 86)

22. In Table XXII there is even stronger support shown by the principals for a qualified resource room teacher in each school: 91% of the LAC project principals, and 90% of the LAFS project principals.

23. Table XXIII shows that not all teachers were involved in inservice education sponsored by LAC or LAFS. Thirty-five percent of the principals in the LAC project reported their staff did not receive inservice education, and 36% of the principals in the LAFS project reported similarly. It would seem that inservice education for teachers needs to be planned in a more long-range coordinated manner. (See: page 87)

24. In rating the value of the inservice education that their staff did receive, 56% of the principals in the LAC project rated it as excellent or good, and 61% of the principals in the LAFS project rated it similarly. (See: page 87)

25. In open comment reaction to the quantity and quality of service provided by LAC and LAFS (See: Table XXV, page 88), 64% of the principals in the LAC project rated it as "quality good, but quantity poor," and 46% of the principals in the LAFS project rated it similarly. Two other important factors on which both groups of principals seemed to agree were (1) LAC and LAFS personnel had too many schools to cover, and therefore service was slow, and (2) that the LAC and LAFS personnel must visit on a more regular basis.

26. Table XXVI shows specific suggestions for improving service to children with learning difficulties. Principals in both projects agree

TABLE XXI -- PRINCIPALS

DO YOU THINK THERE IS NEED FOR A QUALIFIED COUNSELOR
AT THE ELEMENTARY SCHOOL LEVEL

	N	No Answer	Yes	No
LAC	37	5.41	67.57	27.03
LAFS	52	3.85	86.54	9.62

TABLE XXII -- PRINCIPALS

DO YOU THINK THERE IS A NEED FOR A QUALIFIED RESOURCE ROOM
TEACHER IN EACH SCHOOL TO PROVIDE INDIVIDUAL ASSISTANCE
TO STUDENTS WITH LEARNING DIFFICULTIES
FOR AT LEAST PART OF EACH DAY

	N	No Answer	Yes	No
LAC	37	5.41	91.89	2.70
LAFS	52	1.92	90.38	7.69

TABLE XXIII -- PRINCIPALS

DID YOUR STAFF PARTICIPATE IN ANY INSERVICE EDUCATION
PROVIDED BY THE LAC OR LAFS TEAM

	N	No Answer	Yes	No
LAC	37	8.11	56.76	35.14
LAFS	52	1.92	61.54	36.54

TABLE XXIV -- PRINCIPALS

HOW VALUABLE DID YOUR STAFF FIND
THE INSERVICE EDUCATION

	N	No Answer	Excellent	Good	Fair	Poor
LAC	37	35.14	10.81	43.42	10.81	0
LAFS	52	26.92	11.54	40.38	15.38	5.77

TABLE XXV -- PRINCIPALS

PLEASE REACT TO THE LAC OR LAFS PROJECT
FROM YOUR PERSPECTIVE AS A SCHOOL ADMINISTRATOR
WITH RESPECT TO THE GENERAL DELIVERY OF SERVICE
IN TERMS OF BOTH QUALITY AND QUANTITY

	<u>LAC</u> <u>N 37</u>	<u>LAFS</u> <u>N 52</u>
1. QUALITY GOOD, BUT QUANTITY POOR	64.86	46.15
2. TOO MANY SCHOOLS FOR LAC OR LAFS, AND THEREFORE TOO SLOW IN PROVIDING SERVICE	21.62	19.23
3. MUST VISIT ON MORE REGULAR BASIS	35.14	25.00
4. DELAY IN ASSESSMENT AND REPORTS SERIOUS	5.41	5.77
5. WOULD LIKE TO SEE LAC AND LAFS ENLARGED	16.22	7.69
6. MONEY BETTER SPENT LOCALLY	2.70	5.77

TABLE XXVI -- PRINCIPALS

WHAT SPECIFIC SUGGESTIONS DO YOU HAVE FOR THE IMPROVEMENT OF
SUPPORT SERVICE FOR CHILDREN WITH LEARNING DIFFICULTIES

	<u>LAC</u>	<u>LAFS</u>
1. MORE FOLLOW-UP BY MORE STAFF	32.43	44.23
2. READING STAFF FOR EACH SCHOOL JURISDICTION	10.81	7.69
3. THE NUMBER OF SUPPORT PERSONNEL IS COMPLETELY INADEQUATE	29.73	36.54
4. NEED QUALIFIED RESOURCE ROOM TEACHERS IN EACH SCHOOL	18.92	21.15
5. NEED CONSIDERABLE INSERVICE EDUCATION	8.11	11.54
6. SMALLER AREA FOR LAC AND LAFS	21.62	19.23
7. MORE CONTACT OF LAC AND LAFS WITH PARENTS	16.22	17.31
8. LACK OF MATERIALS	10.81	9.62
9. LOWER PUPIL-TEACHER RATIO	0	3.85

there must be more follow-up by more staff: 32% of LAC and 44% of LAFS principals. Secondly, the number of support personnel is completely inadequate: 27% LAC, and 36% LAFS. Thirdly, LAC and LAFS personnel should have responsibility for a smaller area: 21% LAC and 19% LAFS. Fourthly, there is a need for a qualified resource room teacher in each school: 18% LAC and 21% LAFS. And fifthly, there is need for more contact by LAC and LAFS personnel with parents: 16% LAC and 17% LAFS. Sixthly, there is a need for reading staff for each school jurisdiction: 16% LAC and 7% LAFS. And, seventh, there is a serious lack of materials to implement programs: 10% LAC, and 9% LAFS. And, finally, more emphasis should be given to inservice education: LAC 8%, and LAFS 11%.
(See: Table XXVI, page 88)

TEACHERS AND PRINCIPALS

This section examines data already analyzed separately in the teachers and principals sections. It was thought, however, that there was some merit in comparing the responses of teachers and principals to common questions. In other words, do teachers and principals agree in their answers to the common questions asked in both questionnaires? What does the data say?

1. Table I shows clearly that the great majority of teachers and principals were satisfied with the procedures used for referral in their school district. However, it should be of concern that a little more than one-fifth of the teachers in both projects were dissatisfied with the referral procedure as were 24% of the principals in the LAC service area, and 15% of the principals in the LAFS service area. (See: page 91)

2. Table II reveals that over 80% of the teachers and principals in both projects agree that the LAC and LAFS staff members consulted with the teachers regarding the students they referred to LAC or LAFS. On the other hand, 17% of the teachers in the LAC project reported they were not consulted. (See: page 91)

3. The data in Table III (See: page 93) indicates one basic difference between the two projects. In the LAC project, 95% of the teachers and principals answered that teachers were required to complete a referral form on each student. In comparison, 33% of the LAFS teachers and 36% of the LAFS principals replied that teachers were not required to complete a referral form. This would seem to be a fundamental difference which needs correcting. Teachers need to communicate in writing their reasons for referring a student to a specialist team. This will make the teacher think more carefully about the reasons why he or she is referring

TABLE I -- TEACHERS AND PRINCIPALS

WERE YOU SATISFIED WITH THE PROCEDURE FOR REFERRAL
IN YOUR SCHOOL DISTRICT

		N	No Answer	Yes	No
LAC	TEACHERS	127	2.36	72.44	24.41
	PRINCIPALS	37	0	75.68	24.32
LAFS	TEACHERS	171	1.75	76.02	21.64
	PRINCIPALS	52	0	82.69	15.38

TABLE II -- TEACHERS AND PRINCIPALS

DID THE LAC OR LAFS TEAM MEMBER CONSULT THE TEACHER
REGARDING THE STUDENTS THEY REFERRED TO LAC OR LAFS

		N	No Answer	Yes	No	Some
LAC	TEACHERS	127	2.36	80.31	17.32	0
	PRINCIPALS	37	2.70	91.89	5.41	0
LAFS	TEACHERS	171	1.75	88.30	9.36	0
	PRINCIPALS	52	1.92	88.46	5.77	3.85

a student. It will also assist the team in obtaining the teacher's perspective of the problem. By having a referral form, it permits the collection of data for evaluation or research purposes, such as this evaluation presently being reported by the writer. In the evaluator's view, the lack of consistent use of a referral form in the LAFS project led to inferior records, as compared with the LAC project.

4. The teachers and principals in the LAC project rated the helpfulness of the report they received somewhat higher than did the teachers and principals in the LAFS project, as indicated by the considerable difference in the rating of "excellent" and "good" by the personnel of both projects. For instance, LAC teachers, 22%, principals, 24%, compared with LAFS teachers, 12%, and principals, 5%. (See: Table IV, page 93)

5. While over 64% of the teachers and principals in both projects answered "Yes", the reports contained sufficient individualized program directions and copies of references of instructional materials and/or methods of instruction, (See: Table V, page 94), a substantial number (18%, 24%, 29% and 26%) answered "No" to the question. It seems that many teachers, approximately one in five, are seeking more assistance from the reports than they receive.

6. Table VI clearly shows that even if the teachers do receive appropriate reports, they are unable to implement the program for the student. Sixty-seven percent of the LAC teachers and 73% of the LAFS teachers agree that they were not able to implement the prescribed programs. Lack of sufficient time due to large classes was the most frequently cited reason. It is interesting to note that only 29% of the LAC principals and 32% of the LAFS principals agree that the teachers were not able to implement the programs. It seems that many of the principals in both projects were not communicating as well with their teachers as they seemed to think.

TABLE III -- TEACHERS AND PRINCIPALS

WERE TEACHERS REQUIRED TO COMPLETE A REFERRAL FORM
ON EACH STUDENT REFERRED TO THE LAC OR LAFS

	N	No Answer	Yes	No
LAC				
TEACHERS		.79	95.28	3.15
PRINCIPALS	37	2.70	97.30	0
LAFS				
TEACHERS		1.17	33.92	64.91
PRINCIPALS	52	3.85	36.54	59.62

TABLE IV -- TEACHERS AND PRINCIPALS

HOW WOULD YOU RATE THE HELPFULNESS OF THE REPORTS
MADE AVAILABLE TO TEACHERS BY THE LAC OR LAFS TEAM
TO ASSIST THEM WITH THE STUDENTS' PROBLEMS

	N	No Answer	Excellent	Good	Fair	Poor
LAC						
TEACHERS	127	2.36	22.05	39.37	25.0	9.45
PRINCIPALS	37	2.70	24.32	54.05	16.22	2.70
LAFS						
TEACHERS	171	4.09	12.87	39.37	25.20	9.45
PRINCIPALS	52	0	5.77	51.92	28.85	13.46

TABLE V -- TEACHERS AND PRINCIPALS

DID THE REPORTS CONTAIN SUFFICIENT INDIVIDUALIZED PROGRAM DIRECTIONS
AND COPIES OF REFERENCES OF INSTRUCTIONAL MATERIALS
AND / OR METHODS OF INSTRUCTION

	N	No Answer	Yes	No	Some
LAC					
TEACHER	127	2.36	66.93	29.13	.79
PRINCIPAL	37	8.11	64.86	24.32	0
LAFS					
TEACHER	171	2.92	76.61	18.71	1.75
PRINCIPAL	52	5.77	67.31	26.92	0

TABLE VI -- TEACHERS AND PRINCIPALS

WERE THE TEACHERS ABLE TO IMPLEMENT THE
LAC OR LAFS PROGRAM FOR THE INDIVIDUAL STUDENT

	N	No Answer	Yes	No	Sometimes
LAC					
TEACHERS	127	9.45	22.05	67.72	0
PRINCIPALS	37	5.41	56.76	29.73	8.11
LAFS					
TEACHERS	171	3.51	21.64	73.10	1.75
PRINCIPALS	52	0	65.38	32.69	1.92

7. The load carried by both the LAC and LAFS personnel is demonstrated in Table VII (See: page 96) by the percentage of returns under zero follow-up. The special personnel repeatedly reported in the questionnaires that they were frustrated by their inability to follow-up more students more frequently because of the large territory they were required to cover and the case load that they were expected to service.

8. Table VIII (See: page 96) shows a considerable agreement among the teachers and principals in both projects regarding the need for more follow-up assistance from the LAC and LAFS staff.

9. The data in Table IX shows the teachers in both projects rated the overall service given by LAC and LAFS less highly than the principals did. Thirty-eight percent of the LAC teachers rated the service as poor or fair, 46% of the LAFS teachers rated it as poor or fair, compared with 24% of the LAC principals and 21% of the LAFS principals. (See: page 97)

It seems in this instance that the person more immediately involved in the service -- the one who has to implement the program -- has a lower perception of it.

10. In response to the question, "Would you like to see the type of service given by LAC or LAFS expanded in the same form?" 55% of the LAC teachers, 94% of the LAC principals, and 77% of the LAFS teachers and 75% of the LAFS principals answered "Yes". (See: Table X, page 97)

It is interesting to note that the teachers in the LAC project were the least enthusiastic about expanding the service in the same form.

TABLE VII -- TEACHERS AND PRINCIPALS

HOW MANY FOLLOW-UPS DID THE LAC OR LAFS TEAM
MAKE WITH THE STUDENT OR STUDENTS REFERRED

	N	0	1	2	3	4	5	6	7
LAC									
TEACHERS	127	44.88	29.92	14.17	7.09	.79	.79	.79	1.57
PRINCIPALS	37	76.65	6.87	7.97	1.92	2.20	2.47	1.65	.27
LAFS									
TEACHERS	171	77.19	14.04	4.09	2.34	.58	1.17	.58	0
PRINCIPALS	52	76.65	6.87	7.97	1.92	2.20	2.47	1.65	.27

TABLE VIII -- TEACHERS AND PRINCIPALS

COULD YOU HAVE USED MORE FOLLOW-UP ASSISTANCE
FROM THE LAC OR LAFS TEAM

	N	No Answer	Yes	No
LAC				
TEACHERS	127	7.87	81.10	11.02
PRINCIPALS	37	21.62	78.38	0
LAFS				
TEACHERS	171	9.94	69.54	20.47
PRINCIPALS	52	3.85	84.62	11.54

TABLE IX -- TEACHERS AND PRINCIPALS
HOW WOULD YOU RATE THE OVERALL SERVICE
GIVEN BY THE LAC OR LAFS TEAM

	N	No Answer	Excellent	Good	Fair	Poor
LAC						
TEACHERS	127	1.57	13.29	45.67	27.56	11.02
PRINCIPALS	37	2.70	10.81	62.16	21.62	2.70
LAFS						
TEACHERS	171	1.57	15.20	35.67	33.33	13.45
PRINCIPALS	52	1.92	7.69	57.19	25.00	7.69

TABLE X -- TEACHERS AND PRINCIPALS
WOULD YOU LIKE TO SEE THE TYPE OF SERVICE GIVEN
BY LAC OR LAFS EXPANDED IN THE SAME FORM

	N	No Answer	Yes	No	Don't Know
LAC					
TEACHERS	127	14.17	55.12	29.13	.79
PRINCIPALS	37	2.17	94.59	2.70	0
LAFS					
TEACHERS	171	4.09	77.19	18.71	0
PRINCIPALS	52	3.85	75.00	21.15	0

11. Table XI (see page 99) shows that there was considerable support for the service to be provided in another form. Fifty-five percent of the teachers in the LAC project and 77% of the teachers in the LAFS project wanted to see the service in another form. While only 32% of the principals in the LAC project wanted to see the service in another form, 51% of the principals in the LAFS project showed such feelings.

12. The overwhelming support for a qualified counsellor in each school is demonstrated in Table XII. (See: page 99)

13. An even greater response (approximately 90%) in all four instances supports the need for a qualified resource room teacher in each school. (See: Table XIII, page 100)

14. The data in Table XIV shows that 58% of the teachers in the LAC project and 54% of the teachers in the LAFS project did not participate in inservice education provided by the LAC or LAFS teams. There would seem to be an urgent need to coordinate and plan inservice education for the teachers on a more meaningful long-term basis, particularly when there is such a shortage of qualified specialists in the rural areas, and when the great majority of children with learning difficulties are in regular classroom situations with a teacher who has had little or no preparation to help them with their special needs.

15. Table XV (See: page 101) indicates that the teachers in the LAC project who participated in inservice education rated their experience better than the teachers in the LAFS project who participated in inservice education. Only 10% of the former rated their experience as "fair" or "poor" whereas 32% of the latter rated it as "fair" or "poor".

TABLE XI -- TEACHERS AND PRINCIPALS

WOULD YOU LIKE TO SEE THE SUPPORT SERVICE FOR CHILDREN
WITH LEARNING DIFFICULTIES PROVIDED IN ANOTHER FORM

	N	No Answer	Yes	No	Don't Know
LAC					
TEACHERS	127	14.17	55.12	29.13	.79
PRINCIPALS	37	21.62	32.43	45.95	0
LAFS					
TEACHERS	171	4.09	77.19	18.71	0
PRINCIPALS	52	21.15	51.92	26.92	0

TABLE XII -- TEACHERS AND PRINCIPALS

DO YOU THINK THERE IS NEED FOR A QUALIFIED COUNSELLOR
IN EACH SCHOOL

	N	No Answer	Yes	No	Not Sure
LAC					
TEACHERS	127	2.36	83.46	13.39	0
PRINCIPALS	37	3.85	86.54	9.62	0
LAFS					
TEACHERS	171	7.60	76.02	15.79	.58
PRINCIPALS	52	3.85	86.54	9.62	0

TABLE XIII -- TEACHERS AND PRINCIPALS

DO YOU THINK THERE IS NEED FOR A QUALIFIED RESOURCE ROOM TEACHER
IN EACH SCHOOL TO PROVIDE
INDIVIDUAL ASSISTANCE TO STUDENTS WITH LEARNING DIFFICULTIES

	N	No Answer	Yes	No
LAC				
TEACHERS	127	.79	94.49	3.94
PRINCIPALS	37	5.41	90.38	7.69
LAFS				
TEACHERS	171	4.68	89.47	5.85
PRINCIPALS	52	1.92	90.38	7.69

TABLE XIV -- TEACHERS AND PRINCIPALS

DID YOU OR YOUR STAFF PARTICIPATE IN ANY INSERVICE EDUCATION
PROVIDED BY THE LAC OR LAFS TEAM

	N	No Answer	Yes	No	Not Sure
LAC					
TEACHERS	127	3.15	34.65	58.27	3.15
PRINCIPALS	37	8.11	56.76	35.14	0
LAFS					
TEACHERS	171	8.77	36.76	54.39	.58
PRINCIPALS	52	1.92	61.54	36.54	0

TABLE XV -- TEACHERS AND PRINCIPALS
 HOW VALUABLE DID YOU FIND THE INSERVICE EDUCATION
 BY THE LAC OR LAFS

	N	No Answer	Excellent	Good	Fair	Poor	None Given
LAC							
TEACHERS	127	3.15	13.39	22.83	8.66	2.36	48.32
PRINCIPALS	37	35.14	10.81	43.42	10.81	0	0
LAFS							
TEACHERS	171	25.15	8.77	29.82	25.15	7.60	3.51
PRINCIPALS	52	26.92	11.54	40.38	15.38	5.77	0

SUPERINTENDENTS

The data reported in this section is based on identical questionnaires mailed to 12 superintendents in the school jurisdictions served by the LAC project and 16 superintendents in the school jurisdictions served by the LAFS. One hundred percent responses were received from the superintendents served by both the LAC and LAFS projects.

1. Table I reports the enrolment of students in each school jurisdiction during 1973-74 academic year. (See: page 103)

2. The data in Table II shows that in the school jurisdictions served by the LAC, 41% of the superintendents answered that the LAC team did not have complete freedom of operation in their school districts. In the school jurisdiction served by LAFS, 68% of the superintendents answered that the LAFS personnel did not have complete freedom in their school districts. The major reason for answering "No" was that there was emphasis on providing service to a few students with priority needs. Also, some jurisdictions emphasized diagnosis of students with no follow-up. (See: page 104)

3. Table III reveals that the superintendents rated the overall service given by the LAC or LAFS team: 91% excellent and good by the superintendents in the LAC service area, and 75% excellent and good by the superintendents in the LAFS service area. (See: page 104)

4. The main criticism of the superintendents, as shown in Table IV, was that there were too few staff: LAC 75% and LAFS 68%. (See: page 105)

5. In Table V, the superintendents were in agreement that, under the present system of organization, too much professional time is spent in travelling, because of the large territory the team has to cover: 91% of LAC group, and 68% of LAFS. (See: page 105)

TABLE I -- SUPERINTENDENTS
NUMBERS OF STUDENTS ENROLLED IN SCHOOL JURISDICTIONS IN 1973-74

LEARNING ASSISTANCE CENTERS					LEARNING ASSISTANCE FIELD SERVICE				
	G.H. I-6	G.H.	G.H.	Total		G.H. I-6	G.H.	G.H.	Total
1. County of Grande Prairie #1	1493	788	508	2789	1. Co. of Red Deer #23	2200	1249	827	4276
2. Grande Prairie Sch. Dist. #2357	1553	807	641	3001	2. Red Deer Sch. Dist. #104	2622	1491	1635	5748
3. Grande Prairie RCSSD #28	1000	465	280	1745	3. Red Deer RCSSD #17	647	356	344	1347
4. East Smoky Sch. Div. #54	992	455	290	1737	4. County Lacombe #14	1701	995	717	3413
5. Spirit River Sch. Div. #47	950	500	400	1850	5. County Panoka #3	1590	967	835	3392
6. Fairview Sch. Div. #50	784	394	316	1494	6. County of Stettler #6	649	353	22	1024
7. Peace River Sch. Div. #10	1541	711	784	3036	7. Stettler Sch. Dist. #1475	500	280	650	1430
8. High Prairie Sch. Div. #48	1799	986	821	3606	8. County of Camrose #22	1120	725	435	2280
9. Fort Vermillion Sch. Dist. #52	1250	410	161	1821	9. Camrose Sch. Dist. #1315	636	393	671	1700
10. Northlands Sch. Dist. #61	1309	323	11	1643	10. Rocky Mountain Sch. Div. #15	1538	805	586	2929
11. East Peace Separate Boards	853	533	121	1507	11. County of Flagstaff #29	1184	639	538	2361
12. North Peace Separate Boards	709	315	122	1146	12. Neutral Hills Sch. Div. #16	363	169	144	676
13. Grovedale Sch. Dist. #4910	80	0	0	80	13. County of Paint Earth #18	594	347	261	1202
14. Spirit River Separate	60	0	0	60	14. East Central Alberta R.C.S.	178	117	89	384
15. Peace River Separate	58	0	0	58	15. County Camrose RCSSD #60	320	165	0	385
	14,431				16. Theresetta Res. Dist. #2306	90	50	39	179
		6,687				15,935			
			4,455				9,101		
				25,573				7,793	
									32,726

TABLE II -- SUPERINTENDENTS

DID THE LAC OR LAFS TEAM HAVE COMPLETE FREEDOM OF OPERATION
IN YOUR SCHOOL DISTRICT

	N	Yes	No
LAC	12	58.33	41.67
LAFS	16	31.5	68.75

IF YOU ANSWERED "NO", PLEASE CHECK ONE OF THE FOLLOWING:

	<u>LAC</u>	<u>LAFS</u>
1. Emphasized giving assistance to one student in each school	0	6.25
2. Emphasized showing that the service could function well in a few pilot schools	0	6.25
3. Emphasized diagnoses of students with no follow-up	25	0
4. Emphasis on service to a few students with "priority needs" as seen by the LAC or LAFS team with maximum follow-up	16.67	31.25

TABLE III -- SUPERINTENDENTS

HOW DO YOU RATE THE OVERALL SERVICE GIVEN
BY THE LAC OR LAFS TEAM TO YOUR SCHOOL DISTRICT

	N	No Answer	Excellent	Good	Fair	Poor
LAC	12	8.33	25.00	66.67	0	0
LAFS	16	6.25	37.50	37.50	18.75	0

TABLE IV -- SUPERINTENDENTS

WHAT ARE YOUR CRITICISMS OF THE PRESENT FORM
OF SERVICE GIVEN BY LAC OR LAFS

	<u>LAC</u>	<u>LAFS</u>
1. Too few staff	75.00	68.75
2. Not staffed with members who are really competent to help teachers	0	0
3. Other: Lack of time with students	0	18.75

TABLE V -- SUPERINTENDENTS

DO YOU THINK THAT UNDER THE PRESENT SYSTEM OF ORGANIZATION
TOO MUCH PROFESSIONAL TIME IS BEING SPENT
ON TRAVELLING BECAUSE OF THE LARGE TERRITORY
THE LAC OR LAFS TEAM IS EXPECTED TO COVER

	<u>N</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
LAC	12	91.67	8.33	0
LAFS	16	68.75	25.00	6.25

<u>COMMENTS:</u>	<u>LAC</u>	<u>LAFS</u>
1. Geographical Area too large	25	0
2. Forty percent of time spent travelling in my district	8.33	0

6. In responding to the question, "Do you think too much of the budget is expended on travel rather than on service to children?" 50% of the superintendents in the LAC geographical area answered "Yes", and 62% of the superintendents in the LAFS geographical area also answered "Yes".

(See: Table VI, page 107)

7. Table VII shows an interesting difference between the reactions of the superintendents in the two projects. Of the superintendents in the LAC area, 91% reported that they did not prefer to have their own special personnel or share one with an adjacent school district. In effect, they preferred the type of service provided by the LAC. On the other hand, 56% of the superintendents in the area served by LAFS preferred to have their own special personnel, or share them with an adjacent school district, in preference to the service by the LAFS. (See: page 107)

8. In Table VIII, 25% or three of the superintendents in the LAC project reported that they employed one school psychologist. While in the LAFS project, 8.33%, or one superintendent reported he employed a school psychologist. (See: page 108)

9. In answer to the question, "How many special education teachers do you have in your school district?" one-third or 4 of the superintendents in the LAC service area answered that they had no special education teachers. Similarly, 43.75%, or seven superintendents in the LAFS service area answered that they had no special education teachers. (See: Table IX) Some superintendents did report having a special education teacher or teachers. Twenty-five percent, or three of the superintendents in the LAC service area reported having one special education teacher; 25% or three reported having two special education teachers; and 16.67%, or 2 reported having three special education teachers. (See: page 108)

TABLE VI -- SUPERINTENDENTS

DO YOU THINK TOO MUCH OF THE BUDGET IS EXPENDED
ON TRAVEL RATHER THAN SERVICE TO CHILDREN

	N	Yes	No	Don't Know
LAC	12	50.00	50.00	0
LAFS	16	62.50	25.00	12.50

COMMENTS:	<u>LAC</u>	<u>LAFS</u>
1. Larger budget for LAC or LAFS	8.33	6.25
2. Unavoidable at present time	8.33	0

TABLE VII -- SUPERINTENDENTS

IF SPECIAL SERVICE PERSONNEL WERE FUNDED BY THE PROVINCE
ON A STUDENT RATIO BASIS SUCH AS ONE SCHOOL PSYCHOLOGIST FOR
EVERY 2,500 STUDENTS, WOULD YOU PREFER TO HAVE
YOUR OWN OR SHARE ONE WITH AN ADJACENT SCHOOL DISTRICT
RATHER THAN HAVING THE SERVICE FROM LAC OR LAFS TEAM?

	N	Yes	No
LAC	12	8.33	91.67
LAFS	16	56.25	43.75

TABLE VIII -- SUPERINTENDENTS

HOW MANY EDUCATIONAL PSYCHOLOGISTS DO YOU EMPLOY
IN YOUR SCHOOL DISTRICT

	N	No Answer	1
LAC	12	75.00	25.00
LAFS	16	91.67	8.33

TABLE IX -- SUPERINTENDENTS

HOW MANY SPECIAL EDUCATION TEACHERS DO YOU HAVE
IN YOUR SCHOOL DISTRICT

	N	0	1	2	3
LAC	12	33.33	16.67	25.00	25.00
LAFS	16	43.75	12.50	31.25	12.50

Two of the superintendents ($12\frac{1}{2}\%$) in the LAFS service area reported having one special education teacher; five or 31.25%, reported having two special education teachers; and two, or 12.50%, reported having three special education teachers. This makes a total of 15 special education teachers employed by school jurisdictions in the LAC service area, and a total of 18 special education teachers employed by school jurisdictions in the LAFS service area.

10. Table X (see: page 110) reveals data which should be of interest to all educators concerned with quality education for exceptional children as is their right. Fifty percent of the superintendents reported that none of their special education teachers had an undergraduate major or postgraduate preparation in special education, and 68% of the superintendents in the LAFS service area reported likewise. This is a matter which would seem to need serious attention.

11. The data in Table XI (See: page 110) shows that 33.33%, or four of the superintendents in the LAC service area had no special education classes, and similarly 43.75%, or five superintendents in the LAFS service area had no special education classes.

12. Table XII (See: page 111) indicates that the greatest number of special education classes reported were for educably mentally retarded students. Only one superintendent in both projects reported a class for emotionally disturbed children. This would seem to be a serious shortcoming of the delivery service. While the trend seems to be to provide service to children with learning disabilities through integration or mainstreaming and resource rooms, a number of superintendents reported special classes for children with learning disabilities.

TABLE X -- SUPERINTENDENTS

HOW MANY OF YOUR SPECIAL EDUCATION TEACHERS HAVE
AN UNDERGRADUATE MAJOR OR POST GRADUATE PREPARATION
IN SPECIAL EDUCATION

	N	0	1	2	3
LAC	12	50.00	16.67	8.33	25.00
LAFS	16	68.75	6.25	12.50	12.50

TABLE XI -- SUPERINTENDENTS

HOW MANY SPECIAL EDUCATION CLASSES DO YOU HAVE
IN YOUR SCHOOL DISTRICT

	N	0	1	2	3
LAC	12	33.33	25.00	25.00	16.67
LAFS	16	43.75	12.50	31.25	12.50

TABLE XII -- SUPERINTENDENTS

HOW MANY CLASSES OF YOUR SPECIAL CLASSES ARE FOR:

	<u>LAC, N=12</u>				<u>LAFS, N=16</u>			
	0	1	2	3	0	1	2	3
1. EDUCABLE MENTALLY RETARDED	25.00	33.33	16.67	25.00	56.25	31.25	6.25	6.25
2. EMOTIONALLY DISTURBED	91.67	8.33	0	0	0	0	0	0
3. LEARNING DISABILITIES	50.00	8.33	33.33	8.33	62.50	25.00	12.50	0
4. EDUCATIONALLY DISADVANTAGED	91.67	8.33	0	0	0	0	0	0

13. In answer to the question, "How many elementary school counsellors are employed in your school district?" 91% of the superintendents in the LAC service area answered "NONE" and 81% of the superintendents in the LAFS service area answered in a similar fashion.

14. Table XIV shows that 50% of the superintendents in the LAC service area reported not having any resource room teachers, and 75% of the superintendents in the LAFS service area reported likewise.

15. In answer to the question, "How many of the resource room teachers were qualified, with postgraduate work in remedial or special education?" the superintendents in the LAC service area reported 75% had none, and the superintendents in the LAFS area reported 87% had none. This would seem to be another matter which requires early attention because of the special knowledge and skills required to be a competent resource room teacher. (See: Table XV, page 113)

16. The data in Table XVI shows a high degree of agreement between the two groups of superintendents regarding the need for a qualified elementary school counsellor. The superintendents in the LAC area reported 100% "Yes" and 87.50% of the LAFS superintendents reported "Yes".

17. Table XVII indicates the high degree of agreement between the two groups of superintendents regarding the need for a qualified resource room teacher in each school. One hundred percent of the superintendents in the LAC area agreed on the need for a resource room teacher in each school, as did 81% of the superintendents in the LAFS area.

(See: Table XVII, page 114)

TABLE XIII -- SUPERINTENDENTS

HOW MANY ELEMENTARY SCHOOL COUNSELLORS
ARE EMPLOYED IN YOUR SCHOOL DISTRICT

	N	0	1	2	3
LAC	12	91.67	8.33	0	0
LAFS	16	81.25	6.25	6.25	6.25

TABLE XIV -- SUPERINTENDENTS

HOW MANY RESOURCE ROOM TEACHERS ARE EMPLOYED
IN YOUR SCHOOL DISTRICT

	N	0	1	2	3
LAC	12	50.00	16.67	25.00	8.33
LAFS	16	75.00	18.75	6.25	0

TABLE XV -- SUPERINTENDENTS

HOW MANY OF THE RESOURCE ROOM TEACHERS ARE QUALIFIED
WITH POST GRADUATE WORK IN REMEDIAL OR SPECIAL EDUCATION

	N	0	1	2
LAC	12	75.00	16.67	8.33
LAFS	16	87.50	6.25	6.25

TABLE XVI -- SUPERINTENDENT

DO YOU THINK THERE IS A NEED FOR QUALIFIED COUNSELLORS
AT THE ELEMENTARY LEVEL

	N	Yes	No
LAC	12	100	0
LAFS	16	87.50	12.50

TABLE XVII -- SUPERINTENDENTS

DO YOU THINK THERE IS A NEED FOR A QUALIFIED
RESOURCE ROOM TEACHER IN EACH SCHOOL
TO PROVIDE ASSISTANCE TO STUDENTS WITH LEARNING DIFFICULTIES
FOR AT LEAST PART OF EACH DAY

	N	Yes	No
LAC	12	100	0
LAFS	16	81.25	18.75

18. In Table XVIII (See: page 116) superintendents were asked if they wanted the type of service given by LAC and LAFS expanded in the same form. In the LAC area, 25% of the superintendents answered "Yes" as did 81% of the superintendents in the LAFS area.

19. In replying to the question whether they wanted the support services for children with learning difficulties provided in another form, 58% of the superintendents in the LAC project area answered "No", while only 6.25% of the superintendents in the LAFS area answered "No", and 18.75% did not answer the question. Superintendents in the LAC area wanted more follow-up for their students, and this they saw as being accomplished best through a resource room teacher located in the school or shared between two schools.

20. The superintendents reported (91% in the LAC area and 100% in the LAFS area) that some of their staff had participated in the workshops provided by the LAC or LAFS teams. (See: Table XX, page 117)

21. In Table XXI, 66% of the superintendents in the LAC area, and 62% of the superintendents in the LAFS area rated the inservice education provided by the LAC or LAFS teams as "excellent" or "good". (See: page 117)

22. No data is provided in Table XXII because most superintendents reported that accurate data was not available.

23. Table XXIII demonstrates what the researcher considers to be an alarming result. Ninety-one percent of the superintendents in the LAC area and 93% of the superintendents in the LAFS area reported that their children were not required to have a health examination prior to entering grade one. This is a serious matter which should be given urgent attention. (Page 118)

24. When asked to comment on the quality and quantity of the LAC and LAFS service, 58% of the superintendents in the LAC area and 43% of the superintendents in the LAFS area thought that the quality was excellent but there was not sufficient quantity. A further 15% and 18%, respectively, thought the quality and quantity of service was good. (See: page 120)

TABLE XVIII -- SUPERINTENDENTS

WOULD YOU LIKE TO SEE THE TYPE OF SERVICE GIVEN
BY THE LAC OR LAFS TEAM EXPANDED IN THE SAME FORM

	N	Yes	No	No Answer
LAC	12	75.00	16.67	8.33
LAFS	16	81.25	12.50	6.25

COMMENTS:	<u>LAC</u>	<u>LAFS</u>
1. Establish a second LAC in North Peace area of Zone 1.	8.33	0
2. More reading and Ed. Psych. personnel in the district	8.33	0
3. Evaluate students progress and recommend materials	0	0

TABLE XIX -- SUPERINTENDENTS

WOULD YOU LIKE TO SEE SUPPORT SERVICES FOR CHILDREN
WITH LEARNING DIFFICULTIES PROVIDED IN ANOTHER FORM

	N	Yes	No	No Answer
LAC	12	41.67	58.33	0
LAFS	16	75.00	6.25	18.75

IF YOU ANSWERED "YES", DESCRIBE THE FORM OF SERVICE YOU WOULD LIKE TO SEE IN YOUR SCHOOL DISTRICT:	<u>LAC</u>	<u>LAFS</u>
1. More follow-up by LAC, and Resource Room Teachers	16.67	0
2. Special Boarding School, or Team in each jurisdiction	8.33	6.25

TABLE XX -- SUPERINTENDENTS

DID ANY OF YOUR STAFF PARTICIPATE IN INSERVICE EDUCATION
PROVIDED BY THE LAC OR LAFS TEAM

	N	Yes	No
LAC	12	91.67	8.33
LAFS	16	100.00	0

TABLE XXI -- SUPERINTENDENTS

HOW VALUABLE DID YOUR STAFF FIND THE INSERVICE EDUCATION
BY THE LAC OR LAFS TEAM

	N	Excellent	Good	Fair	Poor	No Answer
LAC	12	25.00	41.67	25.00	0	8.33
LAFS	16	12.50	50.00	37.50	0	0

TABLE XXII -- SUPERINTENDENTS

HOW MANY CHILDREN WITH SPECIAL EDUCATIONAL PROBLEMS
DO YOU HAVE IN YOUR SCHOOL DISTRICT
IN THE FOLLOWING CATEGORIES: *

	LAC	LAFS
1. Educably mentally retarded		
2. Emotionally disturbed		
3. Learning disability		
4. Speech impaired		
5. Visually handicapped		
6. Auditorially handicapped		
7. Physically handicapped, and Other Health impaired		
8. Multiply handicapped		

* No accurate data available.

TABLE XXIII -- SUPERINTENDENTS

ARE CHILDREN IN YOUR SCHOOL DISTRICT REQUIRED
TO HAVE A HEALTH EXAMINATION BY A PHYSICIAN
FOR ENTRY INTO GRADE ONE

	N	Yes	No
LAC	12	8.33	91.67
LAFS	16	6.25	93.75

25. Regarding specific suggestions for improving the support service for children with learning difficulties, 58% of the LAC area superintendents and 43% of the LAFS area superintendents suggested more staff and follow-up. Twenty-five percent of the superintendents from both regions suggested more resource room teachers. The concern as reported in both these last two Tables is for more individual help for the students. (See: Table XXV, page 120)

26. Table XXVI (See: page 121) reports the high degree of agreement among the superintendents for increasing the budget for special educational services. Ninety-one percent of the LAC area superintendents supported increased financing for special education, as did 81% of the LAFS area superintendents.

27. In answering the question in Table XXVII, "What do you consider to be the ideal organization for delivering service to children with special needs?" 41% of the LAC area superintendents and 25% of the LAFS area superintendents favoured qualified resource room teachers at the school level. Others (16% and 25%, respectively) suggested LAC and LAFS personnel needed more time. Also some suggested diagnosis and follow-up by LAC and LAFS properly staffed (16% and 12.50%, respectively). Still others thought that there was a need for more adequate financing by the Province for special education teachers and fewer restrictions to be imposed by the Department of Education for special education classes. (See: page 122)

TABLE XXIV -- SUPERINTENDENTS

FROM YOUR PERSPECTIVE AS A SCHOOL SUPERINTENDENT,
PLEASE REACT TO THE LAC OR LAFS PROJECT
WITH RESPECT TO THE GENERAL DELIVERY OF SERVICE
IN TERMS OF QUALITY AND QUANTITY

<u>COMMENTS:</u>	<u>LAC</u>	<u>LAFS</u>
1. Additional Staff needed	16.67	12.50
2. Quality excellent; quantity not enough	58.33	43.75
3. Good	16.67	18.75
4. Follow-up poor	8.33	12.50

TABLE XXV -- SUPERINTENDENTS

WHAT SPECIFIC SUGGESTION DO YOU HAVE
FOR IMPROVEMENT OF SUPPORT SERVICES FOR CHILDREN
WITH LEARNING DIFFICULTIES

<u>COMMENTS</u>	<u>LAC</u>	<u>LAFS</u>
1. More staff and follow-up	58.33	43.75
2. Simplify procedures for creating fund for E. O. F.	8.33	12.50
3. Better funding for resource room concept	16.67	0
4. More resource room teachers	25.00	25.00

TABLE XXVI -- SUPERINTENDENTS

DO YOU THINK THE BUDGET FOR SPECIAL EDUCATIONAL SERVICE
NEEDS TO BE INCREASED

	<u>N</u>	<u>Yes</u>	<u>No</u>	<u>No Answer</u>
LAC	12	91.67	8.33	0
LAFS	16	81.25	6.25	12.50

COMMENTS:

	<u>LAC</u>	<u>LAFS</u>
1. More staff needed	8.33	6.25
2. Provincial Government money for staff and materials	33.33	37.50
3. \$7,500 per grant, but \$20,000 expenditure per room!	8.33	6.25
4. More resource room teachers	8.33	0

TABLE XXVII -- SUPERINTENDENTS

DESCRIBE BRIEFLY WHAT YOU CONSIDER TO BE THE IDEAL
ORGANIZATION FOR DELIVERING SERVICE TO CHILDREN
WITH SPECIAL EDUCATIONAL NEEDS IN YOUR SCHOOL DISTRICT

	<u>LAC</u>	<u>LAFS</u>
1. Qualified resource room teachers at the school level	41.67	25.00
2. Need more time from LAC and LAFS personnel	16.67	25.00
3. Diagnosis and follow-up by LAC and LAFS properly staffed	16.67	12.50
4. More adequate financing by the Province for special education teachers	8.33	31.25
5. Fewer restrictions imposed by the Department of Education for special education classes	8.33	6.25
6. Proper residential schools with specialist staff	8.33	0
7. More support for classroom teachers	0	0
8. Special education instructional material centers	0	6.25

LAC AND LAFS PERSONNEL

This section examines the responses of the special personnel in the LAC and LAFS teams to identical questionnaires. While the number of responses is small, five and seven respectively, nevertheless they are important because of the unique perspective and experience of the specialists who were providing the service to children with learning difficulties. It must be remembered that this was the first year of two new projects delivering service to children in two large areas of rural Alberta.

1. The data in Table I (See: page 124) indicates that 80% of the LAC personnel answered that their assigned role did not permit them to function according to their perception of their professional role. Their main criticism was that there was too much emphasis on testing and diagnosis, and insufficient opportunity for follow-up to ensure that remediation programs were being implemented. The LAFS personnel responded that their assigned role did permit them to function according to their perceived role, 85% replying "Yes."

2. While the majority of personnel in both the LAC and LAFS projects replied that there were no restrictions placed on them by superintendents which interfered with their professional freedom and judgment, 80% LAC and 71% LAFS, a few felt that restrictions were placed on their professional freedom, 20% LAC and 28% LAFS. The major concern was the emphasis on identification and diagnosis, with insufficient concern for follow-up and remediation.

(See: Table II, page 124)

TABLE I -- LAC AND LAFS PERSONNEL

DID YOUR ASSIGNED ROLE ALLOW YOU TO FUNCTION
ACCORDING TO YOUR PERCEPTION OF YOUR PROFESSIONAL ROLE

	N	Yes	No
LAC	5	20.00	80.00
LAFS	7	85.71	14.29

IF YOU ANSWERED "NO", WHAT WERE SOME OF THE RESTRICTIONS:

	LAC	LAFS
1. Too heavy an emphasis on testing not enough time for follow-up	4	1

TABLE II -- LAC AND LAFS PERSONNEL

WERE RESTRICTIONS PLACED UPON YOU BY SUPERINTENDENTS
OR PRINCIPALS WHICH INTERFERED WITH YOUR
PROFESSIONAL FREEDOM AND JUDGEMENT

	N	Yes	No
LAC	5	20.00	80.00
LAFS	7	28.57	71.43

IF YOU ANSWERED "YES", WHAT WERE SOME OF THE RESTRICTIONS:

	<u>LAC</u>	<u>LAFS</u>
1. Principals referred students without ensuring teachers would be co-operative and follow through with LAC or LAFS program	0	1
2. There was a tendency to expect instant solutions to complex problems	0	1
3. Some superintendents emphasized a model for identifying children which prevented follow-up	2	2

3. Table III (See: page 126) reveals that the special personnel in both the LAC and LAFS projects felt the Directors of the projects allowed them to function in accordance with their perception of their professional roles: 100% in the LAC project, and 85% in the LAFS project.

4. In Table IV (See: page 126) the method of student referral in both projects was unsatisfactory to a majority of the personnel: 60% in the LAC project, and 57% in the LAFS project. Major criticisms were: the requests for mass testing, names on scraps of paper, no guarantee of follow-up, too time-consuming for teachers to complete referral forms, and written referral approval from parents should be required. The latter was required in the LAC project.

5. Another basic difference between the LAC and LAFS projects is shown in Table V (See: page 127). One hundred percent of the personnel in the LAC project replied that parents were required to complete a signed consent form before the team member worked with the child. Whereas in the LAFS project, 71% of the personnel replied that the parents were not required to sign a consent form before the team member worked with the child. It seems that this difference was due to some school jurisdictions in the LAFS region not requiring parents to be advised that their children were receiving special assistance from LAFS.

In this era of concern with human rights, especially the right of all children to be educated to their potential, and the right to due process, immediate attention should be given to correcting this unsatisfactory practice. The first time that many parents knew their children had been seen by LAFS personnel was when they received a questionnaire from this evaluator. This is bad educational practice. The parents'

TABLE III -- LAC AND LAFS PERSONNEL

DID THE DIRECTOR OF LAC OR LAFS INHIBIT YOU FROM FUNCTIONING
ACCORDING TO YOUR PERCEPTION OF YOUR PROFESSIONAL ROLE

	N	Yes	No
LAC	5	0	100.00
LAFS	7	14.29	85.71

IF YOU ANSWERED "YES", EXPLAIN HOW YOU WERE RESTRICTED:

	<u>LAC</u>	<u>LAFS</u>
1. Too wide an array of problems to handle effectively	0	1

TABLE IV -- LAC AND LAFS PERSONNEL

WERE YOU SATISFIED WITH THE METHOD OF STUDENT REFERRAL
IN YOUR PROJECT

	N	Yes	No
LAC	5	40.00	60.00
LAFS	7	42.86	57.14

IF YOU ANSWERED "NO", WHAT DID YOU NOT LIKE ABOUT THE
METHOD OF REFERRAL:

	<u>LAC, N=3</u>	<u>LAFS, N=4</u>
1. Names on a scrap of paper	0	1
2. Mass requests for testing	1	1
3. No guarantee of follow-up	0	1
4. Too time consuming for teachers to complete referral forms	0	1
5. Should require written referral approval from parents	0	1

TABLE V -- LAC AND LAFS PERSONNEL

WERE PARENTS REQUIRED TO SIGN A CONSENT FORM
BEFORE YOU WORKED WITH THEIR CHILDREN

	N	Yes	No	Some
LAC	5	100	0	0
LAFS	7	14.29	71.43	14.29

IF YOU ANSWERED "NO", WHAT WAS THE REASON IT WAS NOT REQUIRED:

	<u>LAC</u>	<u>LAFS</u>
1. PARENTAL REQUEST GIVEN TO SCHOOL	0	1
2. USUALLY NO, DEPENDED UPON POLICY IN END SCHOOL JURISDICTION	0	4

TABLE VI -- LAC AND LAFS PERSONNEL

WERE YOU IN AGREEMENT WITH NOT HAVING PARENTS SIGN
A CONSENT FORM BEFORE WORKING WITH THEIR CHILDREN

	N	Yes	No	No Answer
LAC	5			*
LAFS	5	20.00	60.00	20.00

* A referral form for each child was a required part of referral for assistance in the LAC project.

rights and the child's rights should be respected, and no referrals should be made without the written consent of the parents. Most parents are interested in their child's progress at school, and by enlisting the support of parents, the school will be more likely to assist the child to reach his or her potential. Therefore, parents must not be ignored.

6. The question in Table VI (See: page 129) did not affect the LAC personnel. The data shows that the LAFS personnel were not particularly happy about not having parents sign a consent form before they worked with the child, as 60% answered "No".

7. Table VII (See: page 130) shows the question was answered differently by the two groups. This was a limitation of the questionnaire. One group responded in percentages, and the other in absolute numbers. However, both sets of data reveal that the special personnel in both projects had a considerable number of students who had not been seen at the end of the school year, in June 1974.

8. The data in Table VIII (See: page 130) shows the average delay after a student was referred to the team. Note 60% of the LAC personnel responded that they saw the student the same day. This was because the personnel travelled as a team. The LAFS personnel took somewhat longer to see students who were referred, the majority responding that it took two weeks. This data does not completely agree with that reported by Teachers in Table IV. In that Table, 39% of the teachers in the LAC project reported waiting for two to six months after making a referral before the child was seen by the LAC personnel. Also, 38% of the teachers in the LAFS project reported waiting a similar period. The discrepancy in data is difficult to explain, but one would think the teachers would know how long they had been waiting to receive assistance for a child.

TABLE VI -- LAC AND LAFS PERSONNEL

WERE YOU IN AGREEMENT WITH NOT HAVING PARENTS SIGN
A CONSENT FORM BEFORE WORKING WITH THEIR CHILDREN

	N	Yes	No	No Answer
LAC	5			*
LAFS	5	20.00	60.00	20.00

* A referral form for each child was a required part of
referral for assistance in the LAC project.

TABLE VII -- LAC AND LAFS PERSONNEL

HOW MANY OF THE STUDENTS WHO WERE REFERRED TO YOU
WERE NOT SEEN BY YOU BY JUNE OF 1974, THE END OF THE SCHOOL YEAR

LAC		LAFS	
1.	15 - 20%	1.	6
2.	20 - 25%	2.	20
3.	20%	3.	20
4.	15%	4.	Don't Know
		5.	0
		6.	0

TABLE VIII -- LAC OR LAFS PERSONNEL

AVERAGE DELAY AFTER A STUDENT WAS REFERRED

	N	Same Day	Same Week	2 Weeks	1 Month	No Answer
LAC	5	60.00	40.00	0	0	0
LAFS	7	0	14.29	57.14	14.29	14.29

9. Table IX indicates that while the majority of parents were contacted regarding the child's problem and program, a substantial percentage of special personnel (40% in the LAC project and 42% in the LAFS project) reported parents were not advised. (See: Table IX, page 132) It would seem highly desirable to advise and inform parents, even if only by telephone, though this is not the most desirable method.

10. The special personnel in both projects replied that they discussed the child's prescriptive program and continuous assessment with his teacher: 80% LAC and 100% LAFS. (See: Table X, page 132). On the other hand, 44% of the teachers in the LAC project and 77% of the teachers in the LAFS project reported no follow-up. It could be that the special personnel interpreted a submission of a written report as "discussing the child's program with the teacher."

11. The personnel in both the LAC and LAFS projects agree in Table XI (See: page 133) that they were not able to follow-up to see if a child's program had been implemented satisfactorily. Lack of time was the most frequently mentioned reason for not being able to implement this highly desirable practice.

12. Because of the nature of the LAC project (a travelling team) the data in Table XII reveals a difference with the LAFS project. LAC personnel either followed-up their referrals once or not at all. Whereas the LAFS personnel, who functioned on a decentralized basis, followed-up their referrals anywhere from one to six times. (See: page 133)

13. The personnel in both projects felt a more adequate supply of materials should be available for the teacher to implement the programs prescribed. (See: Table XIII, page 134) It seems essential that some attention, planning and financing be given to providing an adequate supply of instructional materials so that teachers may be able to implement the prescribed programs.

TABLE IX -- LAC AND LAFS PERSONNEL

DID YOU DISCUSS THE CHILD'S PROBLEM AND IMPLEMENTATION
OF THE PROGRAM WITH HIS PARENTS

	N	Yes	No
LAC	5	60	40
LAFS	7	57.14	42.86

IF YOU ANSWERED "NO", WHAT WERE THE REASONS:

	<u>LAC, N=5</u>	<u>LAFS, N=7</u>
1. Where it was deemed necessary	3	4
2. Insufficient time	2	1
3. No, social worker visited parents	1	0

TABLE X -- LAC AND LAFS PERSONNEL

DID YOU DISCUSS THE CHILD'S PROBLEM,
PRESCRIPTIVE PROGRAM, AND CONTINUOUS ASSESSMENT
WITH HIS TEACHER

	N	Yes	No
LAC	5	80.00	20.00
LAFS	7	100.00	0

TABLE XI -- LAC AND LAFS PERSONNEL

ONCE A CHILD'S PROGRAM WAS IMPLEMENTED WERE YOU ABLE
TO FOLLOW UP ON HIS PROGRAM TO YOUR SATISFACTION

	N	Yes	No
LAC	5	0	100.00
LAFS	7	28.57	71.43

IF YOU ANSWERED "NO", WHAT WERE THE REASONS:

	<u>LAC, N=5</u>	<u>LAFS, N=5</u>
1. Lack of time and too many pupils	3	2
2. Time and weather	0	1

TABLE XII -- LAC AND LAFS PERSONNEL

WHAT WAS THE AVERAGE NUMBER OF FOLLOW-UPS YOU DID
WITH STUDENTS WHO WERE REFERRED TO YOU

N	0	1	2	3	4	5	6
LAC	40.00	60.00	0	0	0	0	0
LAFS	0	14.29	14.29	42.86	0	14.29	14.29

TABLE XIII -- LAC AND LAFS PERSONNEL

DID YOU HAVE PROPER AND SUFFICIENT MATERIALS TO LEAVE
WITH A TEACHER SO THAT HE OR SHE COULD IMPLEMENT
A PRESCRIPTIVE PROGRAM WITH EACH CHILD

	N	Yes	No	No Answer
LAC	5	40.00	40.00	20.00
LAFS	7	57.14	28.57	14.29

COMMENTS:

1. Supply of materials limited.
2. Absolutely essential to the efficient implementation of the program.
3. It was impossible for us to stock the number of programs which were required both in terms of storage and budget.

TABLE XIV -- LAC AND LAFS PERSONNEL

DID YOU HAVE ANY SECRETARIAL ASSISTANCE TO HELP
YOU WITH YOUR RECORDS AND REPORTS

	N	Yes	No
LAC	5	100.00	0
LAFS	7	85.71	14.29

IF YOU ANSWERED "YES", DID YOU HAVE:

	<u>LAC, N=5</u>	<u>LAFS, N=6</u>
1. Sufficient Clerical Assistance	4	2
2. Insufficient Clerical Assistance	1	3

14. The great majority of special personnel reported having secretarial assistance to help them with their records and reports: 100% LAC and 85.71% LAFS. However, three specialists in the LAFS project reported insufficient clerical help. This lack of assistance is reflected in the quality of the records in the projects. The records in the LAC project, a centralized project with adequate clerical assistance, had better records than had the LAFS project, which was decentralized, with inadequate clerical assistance. It is essential that special personnel be given adequate clerical assistance to permit them to operate effectively and efficiently, otherwise the projects would seem to be a poor investment of the taxpayer's money.

15. Table XV (See: page 137) clearly indicates the long hours worked by the personnel in both projects, the average being $9\frac{1}{2}$ hours in the LAC project, and 9.11 hours in the LAFS project. Time alone does not reveal everything. It requires a special type of highly committed person to function as a specialist in such projects. It requires people who are prepared to make personal sacrifices because of the long hours and the amount of traveling time required in all kinds of weather. Not all special personnel are prepared to accept such heavy demands on their health and time. Perhaps this is one reason why it is desirable to reduce the size of the territory covered by the team, and to reduce the amount of the budget devoted to travel.

16. The personnel in the LAC team spent 28% of their time on travel, and the LAFS personnel spent 21% of their time in travel. (See: Table XVI, page 137) In addition to their time, of course, was the expense for travel. This is what makes delivery of special services in rural areas considerably more expensive than in urban areas.

TABLE XIV -- LAC AND LAFS PERSONNEL

DID YOU HAVE ANY SECRETARIAL ASSISTANCE TO HELP
YOU WITH YOUR RECORDS AND REPORTS

	N	Yes	No
LAC	5	100.00	0
LAFS	7	85.71	14.29

IF YOU ANSWERED "YES", DID YOU HAVE:

	<u>LAC, N=5</u>	<u>LAFS, N=6</u>
1. Sufficient Clerical Assistance	4	2
2. Insufficient Clerical Assistance	1	3

TABLE XV -- LAC AND LAFS PERSONNEL

HOW MANY HOURS PER DAY DID YOU AVERAGE, INCLUDING TRAVEL TIME

	<u>N</u>	<u>Average Hours Per Day</u>
LAC	5	9.5
LAFS	7	9.11

TABLE XVI -- LAC AND LAFS PERSONNEL

WHAT PROPORTION OF YOUR TIME PER MONTH WAS SPENT IN TRAVEL

	<u>N</u>	<u>Amount of Time</u>
LAC	5	28.25
LAFS	7	21.00

TABLE XVII -- LAC AND LAFS PERSONNEL

WHAT WERE THE FACTORS WHICH PREVENTED YOU FROM DOING
YOUR JOB MORE EFFECTIVELY

	<u>LAC, N=5</u>	<u>LAFS, N=7</u>
1. Not enough time for follow-up. Too many schools to cover	1	1
2. Too many referrals, consequently spread too thinly	2	2
3. Tests for placement should have been handled separately	0	1
4. More staff needed	0	1
5. Too large a territory to cover	3	4
6. Teachers unprepared and unwilling to handle remedial programs	1	3

17. In answer to the question, "What were the factors which prevented you from doing your job more effectively?" the main response by the personnel from both projects was (1) too large a territory to cover, or (2) too many referrals, consequently too thinly spread, (3) not enough time for follow-up, and (4) teachers unprepared and unwilling to handle remedial programs. (See: Table XVII, page 137)

18. In Table XVIII (See: page 139) the special personnel were asked for specific suggestions for making their projects more effective. Some of the suggestions were: (1) more materials and personnel, (2) more inservice education for teachers, (3) a smaller area to cover, and fewer teachers to contact, (4) less travel, (5) more office help, and (6) a resource room teacher in each school.

19. There was high agreement that there should be a qualified counsellor in each reasonably sized elementary school: 80% LAC, and 85% LAFS. (See: Table XIX page 140)

20. There was unanimous agreement by the personnel in both projects that there is a need for a resource room teacher in each reasonably sized elementary school to provide regular assistance to students with learning difficulties. (See: Table XX, page 140)

21. Table XXI (See: page 140) shows unanimous agreement also by the personnel in both projects for the inservice education of all teachers in rural areas to be planned and coordinated on a more meaningful and long-range basis.

22. The special personnel in both projects were asked what they saw as priorities in providing better services to atypical children in rural areas. The two most mentioned suggestions were: (1) a qualified resource room teacher in each school, and (2) better prepared teachers who would be able to provide more effective help for students with learning difficulties. (See: page 141)

TABLE XVIII -- LAC AND LAFS PERSONNEL

WHAT SUGGESTIONS DO YOU HAVE FOR MAKING SERVICES
IN YOUR PROJECT MORE AVAILABLE
AND MORE EFFECTIVE

	<u>LAC, N=5</u>	<u>LAFS, N=7</u>
1. More materials and personnel	2	4
2. More Inservice Education for teachers	1	4
3. Smaller area to cover and fewer teachers to contact	1	3
4. More office help	0	2
5. Less travel	1	2
6. Opportunities for LAC and LAFS personnel to attend out of zone conferences	1	0
7. The team needs a contact resource room teacher in each school	1	0
8. Development of a basic kit of materials for each school	1	0
9. Permanent leadership for project	2	0

TABLE XIX -- LAC AND LAFS PERSONNEL

DO YOU THINK THAT ALL REASONABLY SIZED ELEMENTARY SCHOOLS
SHOULD HAVE A QUALIFIED ELEMENTARY SCHOOL COUNSELLOR

	N	Yes	No
LAC	5	80.00	20.00
LAFS	7	85.71	14.29

TABLE XX -- LAC AND LAFS PERSONNEL

DO YOU THINK THERE IS NEED FOR A QUALIFIED RESOURCE ROOM
TEACHER IN EACH REASONABLY SIZED ELEMENTARY SCHOOL
TO PROVIDE REGULAR ASSISTANCE TO STUDENTS
WITH LEARNING DIFFICULTIES, FOR AT LEAST PART
OF EACH SCHOOL DAY

	N	Yes	No
LAC	5	100	0
LAFS	7	100	0

TABLE XXI -- LAC AND LAFS PERSONNEL

DO YOU THINK THE INSERVICE EDUCATION OF TEACHERS IN RURAL AREAS
NEEDS TO BE PLANNED AND COORDINATED ON A MORE MEANINGFUL
AND LONG RANGE BASIS

	N	Yes	No
LAC	5	100	0
LAFS	7	100	0

TABLE XXII -- LAC AND LAFS PERSONNEL

WHAT DO YOU SEE AS THE PRIORITIES IN PROVIDING
BETTER SERVICES TO ATYPICAL CHILDREN IN RURAL AREAS

	<u>LAC, N = 5</u>	<u>LAFS, N=7</u>
1. More money, materials, special education teachers and consultants in various professional areas available for help	2	1
2. Consultant assigned to a smaller area to give in depth assistance	1	1
3. Inservice education for teachers	1	2
4. Qualified resource room teachers in each school	2	2
5. A team of consultants with responsibilities like LAFS, but part of the Department of Education field staff		2
6. Provide for evaluation of the effectiveness of published materials and advise local school boards	2	1
7. Decentralize the services	2	1
8. Better prepared teachers, more effective help	2	2
9. Mandatory legislation concerning services to atypical children	1	0

CHAPTER V

AN ANALYSIS OF STUDENTS REFERRED TO LAFS AND LAC FOR ASSESSMENT

This chapter analyses the students in LAFS and LAC by types of referral and assessment as well as by grade and sex. During several visits to both projects (See: Appendix A, Field Visits) the evaluator examined the records of students referred for assessment, and using a coding scheme (See: Page 37) recorded pertinent data on each student. This was later analysed by the computer at U.B.C. The tables which follow are the results of the computer analysis of the coded data.

Because the evaluator was involved in the projects approximately one year after they had been in operation, it was not possible to collect data on the actual treatment effect on the children. This is a definite limitation of the study. In future, an evaluator should be involved with a project from the beginning, enabling him to collect data showing actual changes in the children who were given special assistance.

Table I reveals that of the total number of students referred to LAFS and LAC boys outnumbered girls by more than two to one. In the LAC project and the combined LAFS and LAC projects, boys outnumbered girls by two and one half to one.

TABLE I
TOTAL NUMBER OF STUDENTS REFERRED IN LAFS AND LAC

	LAFS	LAC	TOTAL
BOYS	471 (52.53)	420 (47.17)	891 (70.90)
GIRLS	210 (57.38)	156 (42.62)	366 (29.11)
TOTAL	681 (54.17)	576 (45.82)	1257

The data in Table II shows the total number of students referred by grade and sex in each project. It is interesting to note that the maximum number of referrals by grades in both projects are grades one, two and three, with grades two and three having the largest number. Taking into account the difference in the total number of referrals to both projects, it is fascinating to watch the similarity of the pattern in the number of referrals in the first six grades. The data in Table II clearly reveals at which grades intervention to assist children with learning problems should be emphasized, namely the first three grades.

TABLE II
TOTAL NUMBER OF STUDENTS REFERRED BY GRADES AND SEX

GRADES	LAFS			LAC		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Not in School	44 (4.89)	22 (6.08)	66	21 (2.33)	7 (1.91)	28
1	59 (6.56)	27 (7.38)	86	65 (7.22)	34 (9.29)	99
2	77 (8.56)	34 (9.29)	111	81 (9.00)	28 (7.65)	109
3	79 (8.78)	43 (11.75)	122	83 (9.22)	27 (7.38)	110
4	68 (7.56)	30 (8.20)	98	61 (6.78)	25 (6.83)	86
5	65 (7.22)	24 (6.56)	89	46 (5.11)	13 (3.55)	59
6	52 (5.78)	9 (2.46)	61	38 (4.22)	11 (3.01)	49
7	17 (1.89)	11 (3.01)	28	6 (.67)	1 (.27)	7
8	5 (.56)	4 (1.09)	9	1 (.11)	1 (.27)	2
9	4 (.44)	1 (.27)	5	4 (.44)	0 (.00)	4
10	0 (.00)	0 (.00)	0	1 (.11)	0 (.00)	1
12	0 (.00)	0 (.00)	0	0 (.00)	1 (.27)	1
Kinder- garten	0 (.00)	3 (.82)	3	10 (1.11)	8 (2.19)	18
Sp. class	1 (.11)	2 (.55)	3	3 (.33)	0 (.00)	3
	471 (69.01)	210 (30.08)	681	420 (72.91)	156 (27.08)	576

In Table III the students in the LAFS project were analyzed by the type of referral as classified by the teacher responsible for the referral. The major reason for referring students was difficulty with reading, 50.70%. Low achievement was second with 8.54%. This was followed by mathematics 8.03%, motivational problems 5.35%, speech 4.97%, oral language 4.08%, mental retardation 3.57%, and behavior discipline 3.06%. Some students were not classified as to their problem, 2.29%.

(See: Table III, page 145)

Table IV which shows LAFS students by type of diagnosis as assessed by the team members has some interesting differences when compared with the classification of referrals by teachers in Table III. The reader will note that the assessment of reading problems has been diagnosed at 39.19% compared with the referral by teachers of 50.70%. Mathematics was diagnosed as 5.62% by the team compared with 8.03% of referral by teachers. Low achievement has been assessed as 4.90% by the team and as 8.54% by teachers.

The areas of diagnosis which show an increase over the number of referrals by classification by teachers are in oral language at 4.66% up from 4.08%; behavior and discipline at 4.90% up from 3.06%; perceptual auditory at 3.82% up from .89%; perceptual vision at 3.70% up from .76%; developmental lag at 3.35% up from 1.66%. These latter in particular reflect the lack of competency in teachers in determining perceptual auditory, perceptual vision and developmental lag problems.

(See Table IV, page 146)

TABLE III

LAFS --- STUDENTS BY TYPES OF REFERRAL

	Not in Sch.	1	2	3	4	5	6	7	8	9	12	Kgt.	Sp.Cl.	TOTAL	%
Reading	15	49	75	87	59	64	31	11	3	1	1	0	2	398	50.70
Oral Lang.	2	4	4	8	3	7	1	1	0	1	0	0	1	32	4.08
Mathematics	1	5	13	10	4	6	5	10	4	4	0	0	1	63	8.03
Writing	0	1	2	3	1	1	1	0	1	0	0	0	0	10	1.27
Mental Retard.	1	4	5	5	4	3	0	2	2	0	1	0	1	28	3.57
Low Achieve- ment	3	6	4	13	11	19	5	3	1	1	0	1	0	67	8.54
Slow Learner	0	0	1	1	2	0	0	0	0	0	0	0	0	4	.51
General Acad. Assessment	1	0	0	0	0	0	0	0	0	0	0	0	1	2	.25
Moved Away	0	0	0	1	0	0	0	0	0	0	0	0	0	1	.13
Hearing	0	1	0	2	1	0	0	0	0	0	0	0	0	4	.51
Speech	1	12	9	8	4	3	0	0	1	0	0	0	1	39	4.97
Cerebral Palsy	0	0	0	0	1	0	0	0	0	0	0	0	0	1	.13
Epilepsy	0	0	0	0	0	0	1	0	0	0	0	0	0	1	.13
Hyperactive	0	0	0	1	0	1	0	0	0	0	0	0	0	2	.25
Motor	0	2	2	2	0	1	1	0	0	0	0	0	0	8	1.02
Cultural	1	2	1	1	1	0	0	0	0	0	0	0	0	6	.76
Behavior Discipline	1	0	5	5	4	5	2	1	1	0	0	0	0	24	3.06
Perceptual Auditory	0	3	1	1	0	0	1	1	0	0	0	0	0	7	.89
Perceptual Vision	0	2	1	1	0	0	1	1	0	0	0	0	0	6	.76
Developmental Lag	0	8	1	3	1	0	0	0	0	0	0	0	0	13	1.66
Emotionally Disturbed	1	0	2	2	1	1	1	1	0	0	0	0	0	9	1.15
Motivation Problems	0	4	10	10	4	6	4	1	1	2	0	0	0	42	5.35
Not Classified	1	2	3	5	0	2	5	0	0	0	0	0	0	18	2.29
TOTALS	28	105	139	169	101	119	59	32	14	9	2	1	7	785	
	3.57	13.38	17.71	21.53	12.87	15.16	7.52	4.08	1.78	1.15	.25	.13	.89		

TABLE IV

LAFS --- STUDENTS BY TYPE OF DIAGNOSIS ON ASSESSMENT

	Not in Sch.	1	2	3	4	5	6	7	8	9	Kgt.	Sp.Cl.	TOTAL	%
Reading	19	38	63	69	46	50	25	9	4	1	1	3	328	39.19
Oral Lang.	6	4	3	9	2	9	2	1	0	1	1	1	39	4.66
Mathematics	0	6	11	11	5	5	2	2	2	2	0	1	47	5.62
Writing	0	0	2	3	1	1	1	0	1	0	0	0	9	1.08
Mental Retard.	2	3	7	4	4	1	0	0	1	0	0	1	23	2.75
Low Achieve.	3	1	4	8	7	11	3	2	1	0	1	0	41	4.90
Slow Learner	0	2	1	2	1	0	1	0	0	0	1	0	8	.96
Hearing	0	1	0	6	1	0	0	0	0	0	0	0	8	.96
Vision	0	0	0	0	0	0	1	0	0	0	0	0	1	.12
Speech	2	5	5	8	3	1	0	1	0	0	0	1	26	3.11
Cerebral Palsy	0	0	0	0	1	0	0	0	0	0	0	0	1	.12
Epilepsy	1	0	0	0	0	0	1	0	0	0	0	0	2	.24
Hyperactive	0	0	1	2	0	1	1	0	0	0	0	0	5	.60
Motor	0	5	9	7	2	3	1	0	0	0	0	0	27	3.23
Screening Inventory	0	0	2	5	4	11	4	0	0	0	0	0	26	3.11
Cultural	2	2	1	1	2	0	0	0	0	0	0	0	8	.96
Behavioral Discipline	3	2	8	6	4	9	6	2	1	0	0	0	41	4.90
Perceptual Auditory	3	6	5	6	5	5	1	1	0	0	0	0	32	3.82
Perceptual Vision	1	6	6	5	6	3	0	1	0	0	0	0	28	3.70
Developmental Lag	2	17	4	4	3	0	0	0	0	0	0	1	31	3.35
Emotionally Disturbed	1	0	4	3	3	3	1	1	0	0	0	0	16	1.91
Motivation	0	3	8	8	6	6	4	1	2	2	0	1	41	4.90
No problem	0	0	1	0	1	1	0	0	0	0	0	0	3	.36
Not Seen Yet	7	8	2	5	5	7	4	3	2	2	0	0	45	5.38
TOTALS	52	109	147	173	112	127	58	24	14	8	4	9	837	
	6.21	13.02	17.56	20.67	13.38	15.17	6.93	2.87	1.67	.96	.48	1.08		

The types of referral as classified by teachers in the LAC project area were examined in Table V. The number of students classified as having reading problems (25.71%) was approximately half of those similarly classified in the LAFS project area. On the other hand, those classified for low achievement (26.59%) numbered considerably more than in the LAFS project area, which was 8.54%. Similarly, those rated for speech problems in the LAC project area numbered nearly twice as many as in the LAFS project area, 9.01% to 4.97%, and those counted as behavior disorders were 7.14% compared to 3.06%.

(See: Table V, page 148)

Table VI examined the classifications of students in the LAC team area at the time of assessment. It is interesting to note how similar are the teachers' and the LAC team's classifications of reading problems: 25.71% to 27.54%. This is in contrast to the LAFS project area where there was a 10% difference between the classification by teachers and that by the LAFS team members.

The LAC team diagnosed oral language problems twice as often as the teachers, 7.31% to 3.63%. There was considerable difference in assessing the classification "low achievement" by the LAC team and the teachers, 1.03% and 26.59% respectively. Much of this difference seemed to be accounted for by the classifications of perceptual auditory 8.11%, perceptual vision 8.46%, and developmental lag, 4.80%, although 12.30% of the students had not been assessed at the time the records were examined. Once again, however, as with the LAFS project, the data revealed that teachers lacked competence in diagnosing perceptual auditory and perceptual vision problems.

(See: Table VI, page 149)

TABLE V

LAC --- STUDENTS BY TYPES OF REFERRAL

	Not in Sch.	1	2	3	4	5	6	7	8	9	10	12	Kgt.	Sp.Cl.	TOTAL	%
Reading	8	28	56	57	42	26	12	1	0	1	0	1	1	1	234	25.71
Oral Lang.	3	6	8	4	3	6	1	0	0	0	0	0	2	0	33	3.63
Mathematics	0	2	3	4	4	3	2	1	0	0	0	0	0	0	19	2.09
Writing	0	0	0	1	0	0	2	0	0	0	1	0	0	0	4	.44
Mental Retard.	0	1	1	1	3	0	2	0	0	0	0	0	0	0	8	.88
Low Achieve.	6	41	47	42	41	22	31	7	2	1	1	0	1	0	242	26.59
Slow Learner	0	7	5	4	1	2	3	0	0	0	0	0	1	0	23	2.53
General Acad. Assessment	10	3	1	3	0	0	0	0	0	1	0	0	12	2	32	3.52
Hearing	1	4	5	0	2	3	3	0	0	0	0	0	0	0	18	1.98
Vision	0	0	2	0	1	1	1	0	0	0	0	0	0	0	5	.55
Speech	2	16	16	18	10	8	8	0	0	1	0	0	3	0	82	9.01
Cerebral Palsy	1	1	0	1	0	0	0	0	0	0	0	0	0	0	3	.33
Epilepsy	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	.11
Hyperactive	0	1	1	0	0	0	0	0	0	0	0	0	2	0	4	.44
Motor	0	4	0	0	2	1	2	0	0	0	0	0	0	0	9	.99
Cultural	1	1	1	3	0	0	0	0	0	0	0	0	0	0	6	.66
Behavior Discipline	3	21	11	8	5	5	5	2	1	1	0	0	3	0	65	7.14
Perceptual Auditory	1	7	2	4	3	2	1	0	0	0	0	0	0	0	20	2.20
Perceptual Vision	0	3	2	4	2	1	1	0	0	0	0	0	0	0	13	1.43
Developmental Lag	3	13	9	7	5	4	1	0	0	0	0	0	2	0	44	4.84
Emotionally Disturbed	3	5	3	1	1	0	2	0	0	0	0	0	1	0	16	1.76
Motivation Problems	1	3	4	9	5	3	3	0	0	0	0	0	0	1	29	3.19
TOTALS	43	168	177	171	130	87	80	11	3	5	2	1	28	4	910	
	4.73	18.46	19.45	18.79	14.29	9.56	8.79	1.21	.33	.55	.22	.11	3.08	.44		

TABLE VI

LAC --- STUDENTS BY TYPE OF DIAGNOSIS ON ASSESSMENT

	Not in Sch.	1	2	3	4	5	6	7	8	9	10	12	Kgt.	Sp.Cl.	TOTAL	%
Reading	10	29	57	53	40	28	17	3	0	1	1	0	1	1	241	27.54
Oral Lang.	2	14	11	8	8	12	3	0	0	1	0	0	4	1	64	7.31
Mathematics	0	0	0	1	0	1	1	0	0	0	0	0	0	0	3	.34
Writing	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	.11
Mental Retard.	1	4	6	1	3	2	6	0	1	0	0	0	0	0	24	2.74
Low Achieve.	0	0	2	4	0	1	1	0	0	0	0	0	1	0	9	1.03
Slow Learner	2	5	3	6	7	6	4	2	0	0	0	0	1	0	36	4.11
Hearing	0	3	6	2	3	1	2	0	0	1	0	0	1	0	19	2.17
Vision	0	1	1	1	3	0	1	0	0	0	0	0	0	0	7	.80
Speech	0	10	8	14	7	5	6	0	0	0	0	0	0	0	50	5.71
Cerebral Palsy	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	.11
Hyperactive	0	5	0	0	0	0	0	0	0	0	0	0	4	0	9	1.03
Motor	0	1	2	1	0	0	1	0	0	0	0	0	0	0	5	.57
Cultural	0	3	3	3	2	4	0	0	0	1	0	0	0	0	16	1.83
Behavior Discipline	3	7	7	7	6	3	1	2	1	0	0	0	1	0	38	4.34
Perceptual Auditory	3	14	9	13	15	9	7	0	0	1	0	0	0	0	71	8.11
Perceptual Vision	2	10	6	11	5	5	2	0	0	1	0	0	0	0	42	4.80
Developmental Lag	8	28	14	11	5	0	2	0	0	0	0	0	5	1	74	8.46
Emotionally Disturbed	3	5	5	5	4	2	0	2	0	0	0	0	1	0	27	3.09
Motivation Problems	1	0	3	2	2	2	1	1	0	0	0	0	0	0	12	1.37
No problems	5	1	0	2	0	2	0	0	0	0	0	0	6	1	17	1.94
Not Seen Yet	2	19	22	21	18	6	14	2	1	1	0	1	1	0	108	12.34
Approved for Sch. Admission	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	.11
TOTALS	42	161	165	167	128	89	69	12	3	7	1	1	26	4		
	4.80	18.40	18.86	19.09	14.63	10.17	7.89	1.37	.34	.80	.11	.11	2.97	.46		

Table VII analyses the boys in the LAFS project area by type of referral. Reading was the major type of referral classification for boys, with 50.72%. Low achievement was the next classification, with 9.06%, followed by mathematics at 6.88%, motivation problems at 6.52%, speech 4.89% and oral language 4.35%. (See: Table VII, page 151)

It is interesting to note that in all referral and diagnosis tables the first three grades have the highest number of referrals.

The classification of boys on assessment by the LAFS team indicated that 40.52% of the boys had reading problems, as compared with 50.72% classified by the teachers. Boys with mathematics problems were assessed by the team as 5.04%, compared with 6.88% by the teachers. The low achievement classification was assessed at 4.17% compared with 9.06% by the teachers. Boys with speech problems were assessed at 2.43%, compared with 4.89% by the teachers.

The areas of substantial increase on assessment by the LAFS team were for motor problems 3.48%, compared with .91%; behavior and discipline problems 5.22% compared with 3.80%; perceptual auditory 4.52% compared with 1.09%; perceptual vision 3.83% compared with .91%; and developmental lag 3.83% compared with 1.45%.

In addition to the above, 5.57% of the boys had not yet been seen.

(See: Table VIII, page 152)

TABLE VII

LAFS --- BOYS BY TYPES OF REFERRAL

	Not in Sch.	1	2	3	4	5	6	7	8	9	Sp.cl.	TOTAL	%
Reading	14	31	54	57	42	46	27	5	2	1	1	280	50.72
Oral Lang.	2	3	2	7	0	7	1	1	0	1	0	24	4.35
Mathematics	0	3	7	7	2	4	4	5	3	3	0	38	6.88
Writing	0	0	0	2	0	1	1	0	1	0	0	5	.91
Mentally Retard	1	3	3	1	3	1	0	0	1	0	0	13	2.36
Low Achieve.	3	4	3	9	8	15	5	2	0	1	0	50	9.06
Slow Learner	0	0	1	1	0	0	0	0	0	0	0	2	.36
Hearing	0	0	0	2	1	0	0	0	0	0	0	3	.54
Speech	1	7	5	6	4	3	0	0	1	0	0	27	4.89
Cerebral Palsy	0	0	0	0	1	0	0	0	0	0	0	1	.18
Epilepsy	0	0	0	0	0	0	1	0	0	0	0	1	.18
Hyperactive	0	0	0	1	0	0	0	0	0	0	0	1	.18
Motor	0	1	2	1	0	0	1	0	0	0	0	5	.91
Cultural	0	2	1	1	1	0	0	0	0	0	0	5	.91
Behavior Discipline	1	0	4	5	3	5	1	1	1	0	0	21	3.80
Perceptual Auditory	0	3	1	1	0	0	1	0	0	0	0	6	1.09
Perceptual vision	0	2	1	1	0	0	1	0	0	0	0	5	.91
Developmental Lag	0	5	0	3	0	0	0	0	0	0	0	8	1.45
Emotionally Disturbed	1	0	2	2	0	1	1	1	0	0	0	8	1.45
Motivation problems	0	4	8	10	4	4	3	1	1	1	0	36	6.52
Not classified	0	2	1	5	0	0	5	0	0	0	0	13	2.36
TOTALS	23	70	95	122	69	87	52	16	10	7	1	552	
	4.17	12.68	17.21	22.10	12.50	15.76	9.42	2.90	1.81	1.27	.18		

TABLE VIII

LAFS --- BOYS BY TYPES OF DIAGNOSIS ON ASSESSMENT

	Not in Sch.	1	2	3	4	5	6	7	8	9	Sp.Cl.	TOTAL	%
Reading	14	23	47	49	32	37	22	4	3	1	1	233	40.52
Oral Lng.	3	2	2	6	0	8	2	1	0	1	0	25	4.35
Mathematics	0	4	6	8	3	3	1	1	2	1	0	29	5.04
Writing	0	0	0	2	0	1	1	0	1	0	0	5	.87
Mental Retard.	1	1	2	1	2	0	0	0	0	0	0	7	1.22
Low Achieve.	1	0	3	6	4	8	2	0	0	0	0	24	4.17
Slow Learn	0	0	1	2	0	0	0	0	0	0	0	3	.52
Hearing	0	0	0	4	1	0	0	0	0	0	0	5	.87
Speech	1	1	2	7	2	1	0	0	0	0	0	14	2.43
Cerebral Palsy	0	0	0	0	1	0	0	0	0	0	0	1	.17
Epilepsy	1	0	0	0	0	0	1	0	0	0	0	2	.35
Hyperactive	0	0	1	1	0	0	1	0	0	0	0	3	.52
Motor	0	3	8	5	1	2	1	0	0	0	0	20	3.48
Screening Inventory	0	0	2	3	3	8	4	0	0	0	0	20	3.48
Cultural	0	2	1	1	2	0	0	0	0	0	0	6	1.04
Behavior Discipline	2	2	5	5	3	6	4	2	1	0	0	30	5.22
Perceptual Auditory	1	5	5	5	4	5	1	0	0	0	0	26	4.52
Perceptual Vision	0	5	6	4	4	3	0	0	0	0	0	22	3.83
Developmental Lag	1	12	3	3	2	0	0	0	0	0	1	22	3.83
Emotionally Disturbed	0	0	3	2	2	2	0	1	0	0	0	10	1.74
Motivation problems	0	3	6	8	6	5	3	1	2	1	1	36	6.26
Not Seen Yet	4	7	1	4	4	5	2	2	1	2	0	32	5.57
TOTALS	29	70	104	126	76	94	45	12	10	6	3	575	
	5.04	12.17	18.09	21.91	13.22	16.35	7.83	2.09	1.74	1.04	.52		

Table IX revealed that as many girls in the LAFS project were classified by teachers as having reading problems as were boys (51.12% compared with 50.72%). The next highest classification or type of referral was mathematics with 11.21%, compared with 6.88% for boys. Girls classified as low achievers numbered 7.62%, compared with 9.06% for boys. Of the girls, 5.38% were classified by teachers as having speech problems, compared with 4.89% of the boys. And 3.59% of the girls were classified by teachers as having oral language problems, compared with 4.35% of the boys. Once again the first three grades showed the highest number of referrals.

(See: Table IX, page 154)

The data on LAFS girls by types of diagnosis revealed that the assessment of girls having reading problems (36.51%) was considerably less than that suggested by teachers (51.12%). Girls with mathematics difficulties is the next highest classification diagnosed, but it is not as high as the teachers suggested, 7.14% compared to 11.21%.

The number of girls diagnosed as having mental retardation problems is higher than that suggested by teachers, 6.35% to 4.48%. There was little difference between the teachers and the LAFS team regarding girls with low achievement (7.62% compared with 6.35%), and there was only one percent difference between the number of girls diagnosed as having speech problems compared with the number referred by teachers, 4.37% to 5.38%. (See: Table X,)

There are three areas where the number diagnosed increased substantially. These areas are perceptual auditory, 1.59% compared to .45%; perceptual vision, 1.59% compared to .45%; and developmental lag, 3.17% compared to 2.24%.

Once again, these figures reveal a lack of sophistication on the part of teachers in determining children with perceptual problems.

TABLE IX

LAFS --- GIRLS BY TYPES OF REFERRAL

	Not in Sch.	1	2	3	4	5	6	7	8	9	Kgt.	Sp.Cl.	TOTAL	%
Reading	0	18	21	29	17	18	4	5	1	0	0	1	114	51.12
Oral Lang.	0	1	2	1	3	0	0	0	0	0	0	1	8	3.59
Mathematics	1	2	6	3	2	2	1	5	1	1	0	1	25	11.21
Writing	0	1	2	1	1	0	0	0	0	0	0	0	5	2.24
Mental Retard	0	1	2	3	1	1	0	0	1	0	0	1	10	4.48
Low Achieve.	0	2	1	4	3	4	0	1	1	0	1	0	17	7.62
Slow Learner	0	0	0	0	2	0	0	0	0	0	0	0	2	.90
General Acad. Assessment	1	0	0	0	0	0	0	0	0	0	0	1	2	.90
Hearing	0	1	0	0	0	0	0	0	0	0	0	0	1	.45
Speech	0	5	4	2	0	0	0	0	0	0	0	1	12	5.38
Hyperactive	0	0	0	0	0	1	0	0	0	0	0	0	1	.45
Motor	0	1	0	1	0	1	0	0	0	0	0	0	3	1.35
Cultural	1	0	0	0	0	0	0	0	0	0	0	0	1	.45
Behavior Discipline	0	0	1	0	1	0	1	0	0	0	0	0	3	1.35
Perceptual Auditory	0	0	0	0	0	0	0	1	0	0	0	0	1	.45
Perceptual Vision	0	0	0	0	0	0	0	1	0	0	0	0	1	.45
Developmental Lag	0	3	1	0	1	0	0	0	0	0	0	0	5	2.24
Emotionally Disturbed	0	0	0	0	1	0	0	0	0	0	0	0	1	.45
Moved Away	0	0	0	1	0	0	0	0	0	0	0	0	1	.45
Motivation Problems	0	0	2	0	0	2	1	0	0	1	0	0	6	2.69
Not classi- fied	0	0	2	0	0	2	0	0	0	0	0	0	4	1.79
TOTALS	3	35	44	45	32	31	7	13	4	2	1	6	223	
	1.35	15.70	19.73	20.18	14.35	13.90	3.14	5.83	1.79	.90	.45	2.69		

TABLE X

LAFS --- GIRLS BY TYPES OF DIAGNOSIS ON ASSESSMENT

	Not in Sch.	1	2	3	4	5	6	7	8	9	Kgt.	Sp.Cl.	TOTAL	%
Reading	4	15	16	19	14	13	3	4	1	0	1	2	92	36.51
Oral Lang.	3	2	1	3	2	1	0	0	0	0	1	1	14	5.56
Mathematics	0	2	5	3	2	2	1	1	0	1	0	1	18	7.14
Writing	0	0	2	1	1	0	0	0	0	0	0	0	4	1.59
Mental Retard	1	2	5	3	2	1	0	0	1	0	0	1	16	6.35
Low Achieve.	2	1	1	2	3	3	1	1	1	0	1	0	16	6.35
Slow Learner	0	2	0	0	1	0	1	0	0	0	1	0	5	1.98
Hearing	0	1	0	2	0	0	0	0	0	0	0	0	3	1.19
Vision	0	0	0	0	0	0	1	0	0	0	0	0	1	.40
Speech	0	4	3	1	1	0	0	1	0	0	0	1	11	4.37
Hyperactive	0	0	0	1	0	1	0	0	0	0	0	0	2	.79
Motor	0	2	1	2	1	1	0	0	0	0	0	0	7	2.78
Screening Inventory	0	0	0	2	1	3	0	0	0	0	0	0	6	2.38
Cultural	2	0	0	0	0	0	0	0	0	0	0	0	2	.79
Behavior Discipline	1	0	3	1	1	3	2	0	0	0	0	0	11	4.37
Perceptual Auditory	1	1	0	0	1	0	0	1	0	0	0	0	4	1.59
Perceptual Vision	0	1	0	0	2	0	0	1	0	0	0	0	4	1.59
Developmental Lag	0	5	1	1	1	0	0	0	0	0	0	0	8	3.17
Emotionally Disturbed	1	0	1	1	1	1	1	0	0	0	0	0	6	2.38
Motivation Problems	0	0	2	0	0	1	1	0	0	1	0	0	5	1.98
No Problems	0	0	1	0	1	1	0	0	0	0	0	0	3	1.19
Not Seen Yet	3	1	1	1	1	2	2	1	1	0	0	0	13	5.16
TOTALS	18	39	43	44	36	33	13	10	4	2	4	6	252	
	7.14	15.48	17.06	17.46	14.29	13.10	5.16	3.97	1.59	.79	1.59	2.38		

Table XI, which analyses the boys in the LAC project by type of referral, showed that half the number of boys were referred for reading problems (27%) compared with the boys in the LAFS project (50.72%). On the other hand, an equal number of LAC boys (27%) are classified by teachers as being low achievers. Speech problems follow with 9.05%. Behavior and discipline are next with 6.23%. Developmental lag included a substantial number (4.90%). (See: Table XI, page 157)

The assessment of boys by the LAC team is analysed in Table XII. It reveals that teachers and the team were not too far apart in agreeing on the number of boys with reading problems (29.91% by the LAC team, compared with 27.00% by the teachers). The LAC team assessed 6.29% of the boys as having oral language problems compared with the teachers who classified 2.67% in that category. And the teachers classified nearly twice as many boys as having behavior and discipline problems as did the LAC team (6.83% compared to 3.83%).

An area in which the LAC team diagnosed considerably more boys than the number referred by teachers was in the area of the perceptual auditory problems (9.36% compared with 2.52%). The LAC team diagnosed 5.98% of the boys as having perceptual vision problems compared to 1.63% by the teachers. The area of developmental lag was assessed at 8.28% of the boys by the LAC team compared with 4.90% by the teachers.

At the time the records were examined, a considerable number of boys (11.66%) had not yet been seen by the LAC team, because of the tremendous demands on their time.

(See: Table XII, page 158)

TABLE XI

LAC --- BOYS BY TYPES OF REFERRAL

	Not in Sch.	1	2	3	4	5	6	7	8	9	10	Kgt.	Sp.Cl.	TOTAL	%
Reading	7	21	43	48	30	23	7	1	0	1	0	0	1	182	27.00
Oral Lang.	3	2	3	2	1	5	1	0	0	0	0	1	0	18	2.67
Mathematics	0	2	2	2	4	1	2	1	0	0	0	0	0	14	2.08
Writing	0	0	0	1	0	0	2	0	0	0	1	0	0	4	.59
Mental Retard	0	1	1	1	2	0	1	0	0	0	0	0	0	6	.89
Low Achieve.	4	31	36	31	29	17	24	6	1	1	1	1	0	182	27.00
Slow Learner	0	3	2	3	0	2	3	0	0	0	0	1	0	14	2.08
General Acad. Assessment	7	1	1	2	0	0	0	0	0	1	0	7	2	21	3.12
Hearing	1	4	4	0	2	2	2	0	0	0	0	0	0	15	2.23
Vision	0	0	1	0	1	0	1	0	0	0	0	0	0	3	.45
Speech	2	13	12	13	7	4	7	0	0	1	0	2	0	61	9.05
Cerebral Palsy	1	0	0	1	0	0	0	0	0	0	0	0	0	2	.30
Epilepsy	0	1	0	0	0	0	0	0	0	0	0	0	0	1	.15
Hyperactive	0	1	1	0	0	0	0	0	0	0	0	2	0	4	.59
Motor	0	2	0	0	2	1	2	0	0	0	0	0	0	7	1.04
Cultural	1	0	1	2	0	0	0	0	0	0	0	0	0	4	.59
Behavior Discipline	2	11	7	5	3	4	4	2	0	1	0	3	0	42	6.23
Perceptual Auditory	1	5	2	4	2	2	1	0	0	0	0	0	0	17	2.52
Perceptual Vision	0	3	1	4	1	1	1	0	0	0	0	0	0	11	1.63
Developmental Lag	3	7	8	7	2	3	1	0	0	0	0	2	0	33	4.90
Emotionally Disturbed	2	3	1	1	1	0	1	0	0	0	0	1	0	10	1.48
Motivation Problems	1	2	2	7	5	2	3	0	0	0	0	0	0	23	3.41
TOTALS	35	113	128	134	92	67	63	10	1	5	2	20	4	674	
	5.19	16.77	18.99	19.88	13.65	9.94	9.35	1.48	.15	.74	.30	2.97	.59		

TABLE XII

LAC --- BOYS BY TYPES OF DIAGNOSIS ON ASSESSMENT

	Not in Sch.	1	2	3	4	5	6	7	8	9	10	Kgt.	Sp.Cl.	TOTAL	%
Reading	7	24	47	44	29	25	13	3	0	1	1	0	1	195	29.91
Oral Lang.	2	8	6	6	3	10	2	0	0	1	0	2	1	41	6.29
Mathematics	0	0	0	0	0	1	1	0	0	0	0	0	0	2	.31
Writing	0	0	0	1	0	0	0	0	0	0	0	0	0	1	.15
Mental Retard	1	2	6	0	2	0	4	0	0	0	0	0	0	15	2.30
Low Achieve.	0	0	1	3	0	0	1	0	0	0	0	1	0	6	.92
Slow Learner	1	3	3	2	3	3	3	2	0	0	0	0	0	20	3.07
Hearing	0	1	4	1	2	1	0	0	0	1	0	1	0	11	1.69
Vision	0	0	0	0	1	0	1	0	0	0	0	0	0	2	.31
Speech	0	7	7	12	5	4	4	0	0	0	0	0	0	39	5.98
Cerebral Palsy	0	1	0	0	0	0	0	0	0	0	0	0	0	1	.15
Hyperactive	0	4	0	0	0	0	0	0	0	0	0	4	0	8	1.23
Motor	0	1	2	1	0	0	1	0	0	0	0	0	0	5	.77
Cultural	0	3	3	1	1	4	0	0	0	1	0	0	0	13	1.99
Behavior Discipline	2	3	4	6	4	2	1	2	0	0	0	1	0	25	3.83
Perceptual Auditory	1	12	8	13	11	8	7	0	0	1	0	0	0	61	9.36
Perceptual Vision	0	9	6	11	5	5	2	0	0	1	0	0	0	39	5.98
Developmental Lag	7	19	10	7	3	0	2	0	0	0	0	5	1	54	8.28
Emotionally Disturbed	2	3	2	4	3	1	0	2	0	0	0	1	0	18	2.76
Motivation Problems	1	0	2	2	2	1	1	1	0	0	0	0	0	10	1.53
No Problem	3	0	0	2	0	2	0	0	0	0	0	2	1	10	1.53
Not Seen Yet	2	12	14	15	14	5	11	1	1	1	0	0	0	76	11.66
TOTALS	29	112	125	131	88	72	54	11	1	7	1	17	4	652	
	4.45	17.18	19.17	20.09	13.50	11.04	8.28	1.69	.15	1.09	.15	2.61	.61		

Table XIII revealed that the teachers in the LAC project classified 22.03% of the girls as having reading problems. An even higher number (25.42%) of the girls were classified as having low achievement problems. 9.75% of the girls were reported as having behavior and discipline problems, followed by 8.90% with speech problems and 6.36% with oral language problems. As in most of the previous analyses, the first two grades had the largest number of referrals. (See: Table XIII, page 160)

In assessing the girls referred to them, the LAC team showed that their assessment of girls with low achievement only numbered 1.35% compared with 25.42% by the teachers. It must be noted, however, that 14.35% of the girls were classified "as not seen yet" by the LAC team at the time the records were examined. The LAC team assessed 7.17% of the girls as being slow learners, compared with 3.81% by the teachers.

Perceptual auditory area was assessed as being 4.48% of the girls compared with 1.27% by the teachers. Similarly, the area of developmental lag was assessed by the team as being 8.97% compared with 4.66% by the teachers. Oral language was classified as being 6.36% by the teachers, but as 10.31% by the LAC team.

The differences in the referral classification and the diagnosis figures by both teams certainly reveals the need for improved teacher competency in these areas.

(See: Table XIV, page 161)

TABLE XIII

LAC --- GIRLS BY TYPES OF REFERRAL

	Not in Sch.	1	2	3	4	5	6	7	8	12	Kgt.	TOTAL	%
Reading	1	7	13	9	12	3	5	0	0	1	1	52	22.03
Oral Lang.	0	4	5	2	2	1	0	0	0	0	1	15	6.36
Mathematics	0	0	1	2	0	2	0	0	0	0	0	5	2.12
Mental Retard	0	0	0	0	1	0	1	0	0	0	0	2	.85
Low Achieve.	2	10	11	11	12	5	7	1	1	0	0	60	25.42
Slow Learner	0	4	3	1	1	0	0	0	0	0	0	9	3.81
General Acad. Assessment	3	2	0	1	0	0	0	0	0	0	5	11	4.66
Hearing	0	0	1	0	0	1	1	0	0	0	0	3	1.27
Vision	0	0	1	0	0	1	0	0	0	0	0	2	.85
Speech	0	3	4	5	3	4	1	0	0	0	1	21	8.90
Cerebral Palsy	0	1	0	0	0	0	0	0	0	0	0	1	.42
Motor	0	2	0	0	0	0	0	0	0	0	0	2	.85
Cultural	0	1	0	1	0	0	0	0	0	0	0	2	.85
Behavior Discipline	1	10	4	3	2	1	1	0	1	0	0	23	9.75
Perceptual Auditory	0	2	0	0	1	0	0	0	0	0	0	3	1.27
Perceptual Vision	0	0	1	0	1	0	0	0	0	0	0	2	.85
Developmental Lag	0	6	1	0	3	1	0	0	0	0	0	11	4.66
Emotionally Disturbed	1	2	2	0	0	0	1	0	0	0	0	6	2.54
Motivation Problems	0	1	2	2	0	1	0	0	0	0	0	6	2.54
TOTALS	8	55	49	37	38	20	17	1	2	1	8	236	
	3.39	23.31	20.76	15.68	16.10	8.47	7.20	.42	.85	.42	3.39		

TABLE XIV

LAG --- GIRLS BY TYPE OF DIAGNOSIS ON ASSESSMENT

	Not in Sch.	1	2	3	4	5	6	7	8	12	Kgt.	TOTAL	%
Reading	3	5	10	9	11	3	4	0	0	0	1	46	20.63
Oral Lang.	0	6	5	2	5	2	1	0	0	0	2	23	10.31
Mathematics	0	0	0	1	0	0	0	0	0	0	0	1	.45
Mental Retard	0	2	0	1	1	2	2	0	1	0	0	9	4.04
Low Achieve.	0	0	1	1	0	1	0	0	0	0	0	3	1.35
Slow Learn	1	2	0	4	4	3	1	0	0	0	1	16	7.17
Hearing	0	2	2	1	1	0	2	0	0	0	0	8	3.59
Vision	0	1	1	1	2	0	0	0	0	0	0	5	2.24
Speech	0	3	1	2	2	1	2	0	0	0	0	11	4.93
Hyperactive	0	1	0	0	0	0	0	0	0	0	0	1	.45
Cultural	0	0	0	2	1	0	0	0	0	0	0	3	1.35
Behavior Discipline	1	4	3	1	2	1	0	0	1	0	0	13	5.83
Perceptual Auditory	2	2	1	0	4	1	0	0	0	0	0	10	4.48
Perceptual Vision	2	1	0	0	0	0	0	0	0	0	0	3	1.35
Developmental Lag	1	9	4	4	2	0	0	0	0	0	0	20	8.97
Emotionally Disturbed	1	2	3	1	1	1	0	0	0	0	0	9	4.04
Motivation Problems	0	0	1	0	0	1	0	0	0	0	0	2	.90
No Problems	2	1	0	0	0	0	0	0	0	0	4	7	3.14
Not Seen Yet	0	7	8	6	4	1	3	1	0	1	1	32	14.35
Approved for Sch. Admission	0	1	0	0	0	0	0	0	0	0	0	1	.45
TOTALS	13	49	40	36	40	17	15	1	2	1	9	223	
	5.83	21.97	17.94	16.14	17.94	7.62	6.73	.45	.90	.45	4.04		

Table XV revealed that twice as many students were seen at the time of referral in the LAFS project than in the LAC project (40.92% compared with 23.16%). In both projects, approximately 10% of the students waited anywhere from two months to nine months for assessment after being referred by their teachers. Those seen within one month of being referred numbered 44.36% in the LAFS project and 33.33% in the LAC project. The delay in assessment after referral was to be expected when one considers the number of referrals to be handled by the member of the specialist personnel employed in each project. The specialist/student ratio was such that when the time required for travelling is also taken into consideration the load expectations were unrealistic.

TABLE XV
TIME INTERVAL FOR ASSESSMENT AFTER REFERRAL *

	LAFS		LAC	
At Time of Referral	523	(40.92)	296	(23.16)
1 Month	44	(3.44)	130	(10.17)
2 Months	34	(2.66)	58	(4.54)
3 Months	30	(2.35)	35	(2.74)
4 Months	30	(2.35)	31	(2.43)
5 Months	18	(1.41)	18	(1.41)
6 Months	9	(.70)	5	(.39)
7 Months	3	(.23)	3	(.23)
8 Months	0	(.00)	0	(.00)
9 Months	0	(.00)	1	(.08)
	691	(54.07)	577	(45.15)

* 10 Students (.78) Data Unavailable.

The number of students seen by the different team members is shown in Table XVI. Reading specialists (LAC) or field consultants (LAFS) saw 19.83% and 27.57% of the combined total number of students seen by the various specialists. The reader is reminded that some students were seen by more than one specialist.

Educational psychologists saw the next highest number of students referred (10.58% in the LAFS project and 20.37% in the LAC project. The reader is reminded here that the LAC project had two psychologists whereas the LAFS project had only one. This explains the stated percentage of 20.37 to 10.58. The difference in the numbers seen by social workers and mathematics specialists is explained by the fact that the LAFS project had no social worker, and the LAC project had no mathematics consultant.

TABLE XVI
NUMBER OF INDIVIDUAL STUDENTS SEEN
BY DIFFERENT TEAM MEMBERS

SPECIALIST	LAFS	LAC	TOTALS
Educational Psychologist	170 (10.58)	337 (20.37)	512 (30.96)
Reading Specialist, Field Consultant	328 (19.83)	447 (27.57)	775 (47.40)
Speech Therapist	90 (5.44)	108 (6.59)	198 (12.03)
Social Worker	0 (0.00)	106 (6.40)	106 (6.40)
Mathematic Consultant	52 (3.14)	0 (0.00)	52 (3.14)
TOTALS	640 (38.69)	998 (60.34)	1638 (99.93)

Table XVII showed the number of students seen by other agencies. The data revealed that LAFS staff referred a large number of students to public health -- 61.69% of the total number seen by other agencies. The LAC staff referred only 3.98% to public health. On the other hand, the LAC staff referred more students to social agencies, 5.97% compared with the LAFS team which referred 1.99%. No doubt this was due to the fact that their staff included a social worker. The number of students referred to mental health agencies and private physicians were approximately the same in both projects.

TABLE XVII
NUMBER OF STUDENTS SEEN BY OTHER AGENCIES

AGENCY	LAFS	LAC	TOTAL
Mental Health	15 (7.46)	14 (6.97)	29 (14.43)
Social Services	4 (1.99)	12 (5.97)	16 (7.96)
Public Health	124 (61.69)	8 (3.98)	132 (65.67)
Private Physician	12 (5.97)	12 (5.97)	24 (11.94)
TOTALS	155 (77.11)	46 (22.89)	201 (100.00)

CHAPTER VI

ZONE VI LEARNING DISABILITY PROGRAMS

The data analyzed in this section is based on questionnaires mailed to administrators of the sixteen school jurisdictions in Zone VI in southern Alberta. Ten of the school jurisdictions received Learning Disability Funds (LDF) to initiate their own learning disability programs. The remaining six school jurisdictions did not receive funds. For various reasons indicated later, the administrators in these six jurisdictions did not apply for funds. All jurisdictions answered the questionnaires, some in complete detail, and some in a perfunctory manner.

Table I (See: page 166) shows the ten school jurisdictions which received Learning Disability Funds in 1973-74. Based on the LDF program of \$10.00 per head, it seems that some of these school jurisdictions did not receive their full allowances -- assuming the figures reported by the administrators are accurate.

In Table II (See: page 167) the data revealed that six school jurisdictions, with a total population of 7,285 students, did not receive Learning Disability Funds in 1973-74 to provide a learning disability program for their students for the greater part of the academic year.

Based on the largest percentage incidence figure used, ten percent of the students (725) did not receive service. Taking the incidence figure suggested by National Advisory Council for Handicapped Children of one to three percent, the number of students who were deprived of service was smaller (72 -217). But no matter how small the figure of those deprived, all students have a right to receive appropriate educational treatment.

TABLE I

SCHOOL JURISDICTIONS IN ZONE VI
RECEIVING LEARNING DISABILITY FUNDS IN 1973-74 SCHOOL YEAR

<u>School Divisions</u>	PreSch	1 to 6	7 to 9	10 to 12	Total	LD Funds
No. 2 Cardston	232	1,473	773	594	3,072	No Data given
No. 6 Taber	46	1,390	764	670	2,870	\$13,900
No. 28 Willow Creek	129	1,405	873	734	3,141	4,650
No. 29 Pincher Creek	0	762	382	489	2,633	No Data given
No. 63 Crowsnest Pass	0	803	425	360	1,588	8,030
<u>Counties</u>						
No. 8 Forty Mile House	0	630	330	300	1,260	6,000
<u>Districts</u>						
Lethbridge S. D. No. 51	21	3,694	2,007	2,006	7,728	36,080
Lethbridge R.C.S.S.D. No.9	0	1,129	637	507	2,273	2,533
Medicine Hat S.D. No. 76	0	2,293	1,358	1,560	5,211	No Data given
Medicine Hat R.C.S.S.D. 21	0	950	450	425	1,825	7,000

TABLE II

SCHOOL JURISDICTIONS IN ZONE VI
WITH NO LEARNING DISABILITY FUNDS FOR THE GREATER PART OF THE 1973-74 SCHOOL YEAR

	PreSch	1 to 6	7 to 9	10 to 12	Total
<u>School Divisions</u>					
No. 4 Medicine Hat	0	457	248	60	765
<u>Counties</u>					
No. 4 Newell	0	868	446	254	1,568
No. 5 Warner	0	914	497	415	1,826
No. 2 Vulcan	0	718	469	376	1,563
No. 26 Lethbridge	No Data Provided				
<u>School Districts</u>					
Brooks S.D. No. 2902	0	769	416	378	1,563
TOTAL					7,285

Some interesting results were revealed in Table III which shows the number of students receiving service and the number of additional personnel hired as a result of the Learning Disability Funds being received. (See: page 169)

In the Lethbridge Public School District (which received \$36,000) no additional personnel were hired, nor was a program implemented. The money was used to pay salaries of existing personnel. The evaluator cannot help questioning whether this was an appropriate use of the money which was earmarked for a specific program designed to give additional service to students. In the Willow Creek School Division, no additional personnel were hired to implement the program.

The data also revealed interesting differences in the staff-student ratio. For instance, Cardston Division indicated having two professionals per 29 students, Taber School Division indicated one professional per 52 students, and Medicine Hat R.C.C.S.D. indicated one professional per 66 students, ratios of 1:15, 1:52 and 1:66 respectively. If one is really interested in equal opportunity education, then one has to be concerned about the variation in the staffing ratios.

A variety of organizational procedures for implementing learning disability programs is revealed in Table IV. Seven of the ten school jurisdictions used the consultant teacher for several schools approach to deliver service. One jurisdiction used the resource room approach plus university consultants. One jurisdiction used a resource room only approach. One used a central clinic approach and children were transported. Another jurisdiction used the money from the Fund to pay for existing staff.

(See: page 170)

TABLE III

ADDITIONAL PERSONNEL EMPLOYED IN 1973-74
AND NUMBER OF STUDENTS RECEIVING ADDITIONAL INDIVIDUAL ATTENTION
AS A RESULT OF LEARNING DISABILITY FUNDS

	Prof.	Para prof	Pre Sch	Grades				Total
				1-3	4-6	7-9	10-12	
<u>School Divisions</u>								
No. 2 Cardston	2	0	0	17	12	0	0	29
No. 6 Taber	1	0	0	28	24	0	0	52
No. 28 Willow Creek	0	0	0	12	14	0	0	26
No. 29 Pincher Creek	0	Pt. Time	1	38	32	0	0	70
No. 63 Crowsnest Pass	2	0	0	32	26	19	1	78
<u>Counties</u>								
No. 8 Forty Mile House	0	0	0	30	30	30	0	90
<u>Districts</u>								
Lethbridge S.D. No. 51	0	0	0	0	0	0	0	0
Lethbridge R.C.S.S.D. 9	2x $\frac{1}{2}$	0	0	37	47	0	0	84
Medicine Hat S.D. No. 76	3	0	0	27	7	0	0	34
Medicine Hat R.C.S.S.D.21	1	0	0	20	45	1	0	66

TABLE IV

THE MANNER IN WHICH SCHOOL JURISDICTIONS
USED THE SPECIAL LEARNING DISABILITY FUNDS

	Learning Disability Clinic	Pre- School Class	Resource Room Teacher	Consultant Teacher for several Sch.	University Consultants	Paid existing Staff	Remedial Children from Schools to Center
<u>School Divisions</u>							
No. 2 Cardston			X				
No. 6 Taber							X
No. 28 Willow Creek			X	X			
No. 29 Pincher Creek				X			
No. 63 Crowsnest Pass			X	X	X		
<u>Counties</u>							
No. 8 Forty Mile House				X			
<u>Districts</u>							
Lethbridge S.D. No. 51						X	
Lethbridge R.C.S.S.D. No. 9	X			X			
Medicine Hat S.D. No. 76				X			
Medicine Hat R.C.S.S.D. No. 21				X			

The data in Table V indicated an interesting difference of opinion among the administrators of the various school jurisdictions. In the main, the rural administrators reported no difficulty in obtaining staff, whereas the urban administrators, in Lethbridge and Medicine Hat, were unanimous that qualified personnel were difficult to obtain. It is not easy to reconcile this difference of opinion in view of the fact that the mode of delivery of Learning Disability Programs in both rural and urban areas had much in common. Moreover, normally it is easier to recruit staff for the city schools. Is it possible that administrators in the cities expected higher qualifications? One has to wonder why the administrators in rural areas did not find it difficult to recruit staff in this instance, and the administrators in urban areas did.

Of the ten school jurisdictions receiving Learning Disability Funds, only two carried out formal evaluations of their own programs. A constant criticism of education is that it does not carry out evaluation and research of its programs. The data in Table VI clearly shows this.

When asked the open question, "By what criteria were students selected for their Learning Disability programs?" the administrators of the ten school jurisdictions responded as follows: (See: Table VII) The majority used standardized tests (7). Five cited teacher referral, which would mean a great variability in criteria due to teacher individual differences. Four school jurisdictions mentioned using individual intelligence tests, one mentioned parents as a criterion, and another jurisdiction mentioned a behavioral check list. Many school districts used more than one form, but one jurisdiction used only one criterion -- teacher referral.

TABLE V
 QUALIFIED PERSONNEL
 FOR THE LEARNING DISABILITY PROGRAMS

	Difficult to Obtain	Not Difficult to Obtain
<u>School Divisions</u>		
No. 2 Cardston		X
No. 6 Taber		X
No. 28 Willow Creek	X	
No. 29 Pincher Creek		X
No. 63 Crowsnest Pass		X
<u>Counties</u>		
No. 8 Forty Mile House		X
<u>Districts</u>		
Lethbridge S.D. No. 51	X	
Lethbridge R.C.S.D. No. 9	X	
Medicine Hat S.D. No. 76	X	
Medicine Hat R.C.S.S.D. No. 21	X	

TABLE VI

EVALUATION OF LEARNING DISABILITY PROGRAMS
BY SCHOOL JURISDICTIONS

<u>School Divisions</u>	Formal Evaluation carried out by school	<u>No</u> Formal Evaluation carried out by school
No. 2 Cardston		X
No. 6 Taber	X	
No. 28 Willow Creek		X
No. 29 Pincher Creek		X
No. 63 Crowsnest Pass		X
<u>Counties</u>		
No. 8 Forty Mile House		X
<u>Districts</u>		
Lethbridge S.D. No. 51		X
Lethbridge R.C.S.S.D. No. 9		X
Medicine Hat S.D. No. 76	X	
Medicine Hat R.C.S.S.D. No. 21		X

TABLE VII

CRITERIA USED BY SCHOOL JURISDICTIONS* IN ZONE VI
FOR ADMITTING STUDENTS TO LD PROGRAMS

CRITERIA	Number of Answers
1. Teacher Referral	5
2. Standardized Group Tests	
Reading	
Spelling	
Mathematics	
Language	7
3. Individual Intelligence Test	4
4. Parental Referral	1
5. Behavioral Check List	1

* Total number of school jurisdictions = 10

The administrators of Learning Disability Fund programs in Zone VI were asked for suggestions for improving Learning Disabilities services in their areas. Their responses are shown in Table VIII, page 176. The most frequently occurring responses were: more funds, by five jurisdictions, and more personnel, by five jurisdictions. Five out of the ten jurisdictions agreed that more resources -- funds and personnel -- were needed to bring a better service to all children needing assistance. One jurisdiction answered "no problem". One suggested that there was a need for the Department of Education to develop criteria and guidelines for LD Funds to differentiate among LD Funds, special education and general education. The administrator of one program was particularly concerned about the demand made by the LD program on his special staff at the expense of the regular services his staff normally provided. Another suggestion focused attention on Indian students who also are residents of the province and suggested arrangements should be made with Indian Affairs Department to ensure that Indian children received the same opportunity as other children if they had a learning disability. One jurisdiction did not submit a suggestion.

The six school jurisdictions which did not receive LD Funds in 1973-74 were asked why they did not apply for funds. The most frequently appearing response was that the program was too difficult to organize for a sparse school population. Four out of five jurisdictions gave this as their reason for not applying for funds. Two out of the five jurisdictions answering the question said the LD allowance was insufficient, and three out of the five stated there was a shortage of qualified personnel. (See: Table IX, page 177)

TABLE VIII

SUGGESTIONS FOR IMPROVING DELIVERY OF LD SERVICE
IN ZONE VI

Suggestions	No. of Answers
1. More funds	5
2. More personnel	5
3. Criteria required for LD Fund to differentiate it from special education and general education	1
4. No Problems	1
5. Avoid categorization	1
6. Deterioration of regular services due to demands on staff	1
7. Need to include Indian students who are residents of the province	1
8. Against earmarked funds	1
9. No Answer	1

Note: Ten school jurisdictions submitted suggestions.
Several included more than one suggestion.

TABLE IX

NUMBER OF SCHOOL JURISDICTIONS
AND REASON FOR NOT APPLYING FOR LD FUNDS FOR 1973-74

	1	2	3	4	5	6	.	Totals
1. Lack of time					X			1
2. Shortage of qualified personnel		x	x					2
3. Lack of physical space								
4. Too few LD Students in the school jurisdiction				X				1
5. Too difficult to organize program because of sparse school population		X	X	X	X			4
6. LD Funds allowance insufficient			X		X			2
7. No means of diagnosing student			X					1
8. Other: Developing cooperative approach with other school jurisdiction	X			X				2
TOTALS	1	2	4	3	3			13

Out of the six school jurisdictions not receiving LD Funds in 1973-74, only one jurisdiction received funds in 1974-75. (See Table X) It is apparent that the child with a learning disability who is unfortunate enough to be attending school in any of the six school jurisdictions in Zone VI not receiving funds is, in effect, being discriminated against. At a time when there is a growing awareness of the rights of children, it is unfair that children should be penalized at a critical stage of their life because they live in rural Alberta.

Four school jurisdictions submitted suggestions for improving the service to students with learning disabilities attending schools in rural areas which did not receive funds in 1972-73. (See: Table XI, page 179.) Three jurisdictions complained of organizational problems, the major problem being the difficulty of organizing LD services in a sparsely populated area. One criticism suggested that "the Department's introduction of LD Funds was inadequate and lacked planning."

The state of the LD service to students in Zone VI and the responses of administrators from that Zone demonstrate the difficulty of providing special services in small jurisdictions with a sparse school population. Special educational financing should be provided for these jurisdictions to ensure that children with learning disabilities in these areas receive an equal opportunity with children living in urban areas or in the two cities in Zone VI.

TABLE X

SCHOOL JURISDICTIONS NOT RECEIVING LD FUNDS, 1973-74

	Yes	No
Have you received LD Funds in 1974-75	1	5

TABLE XI

SUGGESTIONS FOR IMPROVING SERVICE
TO LD STUDENTS BY JURISDICTIONS NOT RECEIVING LD FUNDS IN 1973-74

<u>Suggestions</u>	<u>Jurisdictions</u>						<u>Total</u>
	1	2	3	4	5	6	
Financial	X		X				2
Organizational		TOO MUCH RED TAPE	x	X	X		3
Personnel	X		X	X			3
Curriculum	X		X	X			3
Instructional Materials	X						1
Physical Space							
TOTALS	4	0	4	3	1	0	12

CHAPTER VII

A COMPARISON OF LAFS AND LAC WITH OTHER SYSTEMS

LAFS AND LAC STAFFING COMPARED WITH CALGARY AND EDMONTON

One way of attempting to determine the standard of specialist service given to children in rural areas is to compare the specialist-student ratios in rural areas with that of urban areas. In Table I (See: page 181) the number of students in the Edmonton Public School District No. 7, the Edmonton Roman Catholic School Division No. 7, the Calgary Public School District No. 19, the Calgary Roman Catholic School Division No. 1, is compared with the number of students in Zone I and Zone IV. It is interesting to note that the number of students in Zone I and the Calgary RCSD differs by approximately 1,500 students, Zone I being the larger. Zone IV student enrolment is approximately 1,300 larger than that of the Edmonton RCSD.

A comparison of the specialist personnel allocated to the urban school districts and the rural Zones revealed some interesting differences. (See: Table II, page 182). Zone I with 25,515 students had a total of 35 specialists, or 1 specialist for every 729 students. Calgary Separate School Board with 24,000 students had a total of 61 specialists, or a ratio of 1 specialist for every 397 students. For a specialist in the rural Zones to be able to give service comparable to that being given by the specialist in the city, he would have to have a lighter case load in order to allow for the additional time spent travelling. Therefore it would be necessary to reduce the specialist-student ratio below 1:397, possibly to 1:350.

If Zone IV is compared with the Edmonton Catholic School District a similar difference in staffing will be found to exist. Zone IV, with

TABLE I
ZONE I, ZONE IV AND THE URBAN SCHOOL DISTRICTS
BY ENROLMENT, 1973-74

	1 - 6	7 - 9	10 - 12	TOTAL
Zone I	14,431	6,687	4,455	25,573
Zone IV	15,935	9,101	7,793	32,829
Edmonton Public Sch. Dist. No. 7	31,882	16,973	17,259	66,114
Calgary Public Sch Dist. No. 19	41,000	21,000	16,300	78,300
Edmonton RCSD No.7	15,882	8,259	7,343	31,484
Calgary RCSD No. 1	12,000	6,000	6,000	24,000
				258,300

TABLE II

ZONE I, ZONE IV AND THE URBAN SCHOOL DISTRICTS
BY SPECIAL PERSONNEL, 1973-74

	Enrolment 1 - 12	Total Personnel	Consultants Sp. Educ.	Educational Psychologists	Social Workers	Speech Therapists	EMR	TMR	Emotionally Disturbed	LD or Reading	Deaf H. Hearing	Blind Vis.Handi.	Motor Handi.	Elementary Counsellor	Para Professional
ZONE 1	25,573	35	2	2	0	1	2	18*	31	11	0	0	0	0	0
ZONE IV	32,829	59.5	4	3.0	0	1	21	0*	5.5	19.5	0	0	0	5.5	0
Edmonton Public SD No.7	66,114	297	1	17	11	10.6	7.9	0*	31	58	8	4	3	45	0
Calgary Public SD No.19	78,300	218	3	14	4	12	45	35	14	40	7	3	13	24	4
Edmonton RCSD No.7	31,484	81	4	5	1	1	19	0*	9	40	0	1	0	No data	1
Calgary RCSD No.1	24,000	61	No data	11	2	4	22	0 ^a	2	12	1	1	0	0	6

^a Services contracted to Calgary Public Sch. Dist.

* Schools operated by parents of local association of Mentally Retarded.

an enrolment of 32,726 students, has a specialist staff of 59.5, or a specialist-student ratio of 1 to 550. The Edmonton Catholic School District has an enrolment of 31,464 students with 81 specialists, a specialist-student ratio of 1 to 388. Once again, if one takes into consideration the sparsely populated area and the tremendous amount of time spent travelling, Zone IV is considerably understaffed compared with the Edmonton Catholic School District. One is forced to ask the question why the children in rural areas have been so neglected.

Studying the specialist-student ratios in the Edmonton Public School District and in the Calgary Public School System, it is found to be 1:222 and 1:259, respectively. The larger system has the lower specialist-student ratio. Why is this the case? No doubt one of the reasons for this is that more of the severely handicapped children are congregated in the cities. On the other hand, in Calgary the TMR are under the public school system, whereas in Edmonton they are under the sponsorship of parents. Perhaps this is balanced out by the difference in enrolment in the Edmonton Glen Rose Hospital and the Calgary Children's Hospital.

The Separate School systems in both cities do not seem to have nearly as much responsibility for large numbers of severely handicapped. Therefore the comparison with Zones I and IV is more realistic.

Early attention should be given to reducing these differences in specialist-student ratio between urban and rural areas if the policy is truly to implement equal opportunity education throughout Alberta irrespective of the place where a child is born and lives.

Table III indicates the number of children receiving special service in Zone I, Zone IV, Edmonton Public School District No.7, Calgary Public School District No. 19, Edmonton Roman Catholic School District No.7, and Calgary Roman Catholic School District No. 1. It was difficult to obtain accurate data from Zones I and IV, and there is no doubt that the data shown in Table III is incomplete.

However, once again it is noted that Zone I, with a slightly larger total enrolment than that of Calgary RCSD No.1, was providing special services to as few as 438 children compared with 504 children. Zone IV was providing service to 1,966 children with special needs, whereas Edmonton RCSD No. 7, with a slightly smaller enrolment, provided service to 2,618 children.

(See: Table III, page 185)

TABLE III
ZONE I, ZONE IV AND THE URBAN SCHOOL DISTRICTS
BY THE STUDENTS RECEIVING SPECIAL SERVICES, 1973-74

	Enrolment 1 - 12	EMR	TMR	Behavior	Speech	Learning Disabilities	Deaf	Hard Hearing	Blind	Partially Sighted	Motor Handicap	Health Impaired	Homebound	Hospital, Short and long term	Gifted Creative	Totals
ZONE I	25,573	186	16 [□]	32	204	0	0	0	0	0	0	0	0	0	0	438
ZONE IV	33,733	361	76	101	110	1247	0	7	0	9	0	0	0	0	55	1966
Edmonton Public SD No.7	66,114	719	0	158	862	0	116	0	80	--	258	--	71	154	253	
Calgary Public SD No.19	78,300	439	252	122	274	25	30	12	16	0	25	20	88		0	
Edmonton RCSD No.7	31,484	231	0	24	281	0	0	0	19	0	0	61	370		0	2618
Calgary RCSD No.1	24,000	270	0*	20	150	0*	12	0	12	0	0	40	0		0	504

* Services contracted to Calgary Public Sch. Dist.

□ Some TMR in Public Schools, some in schools operated by parents

Students receiving service in 1975-76.

The LD figure (1,247) is the result of an increased number of resource rooms.

WAYCROSS AREA PROGRAM FOR EXCEPTIONAL CHILDREN (WAPEC), GEORGIA

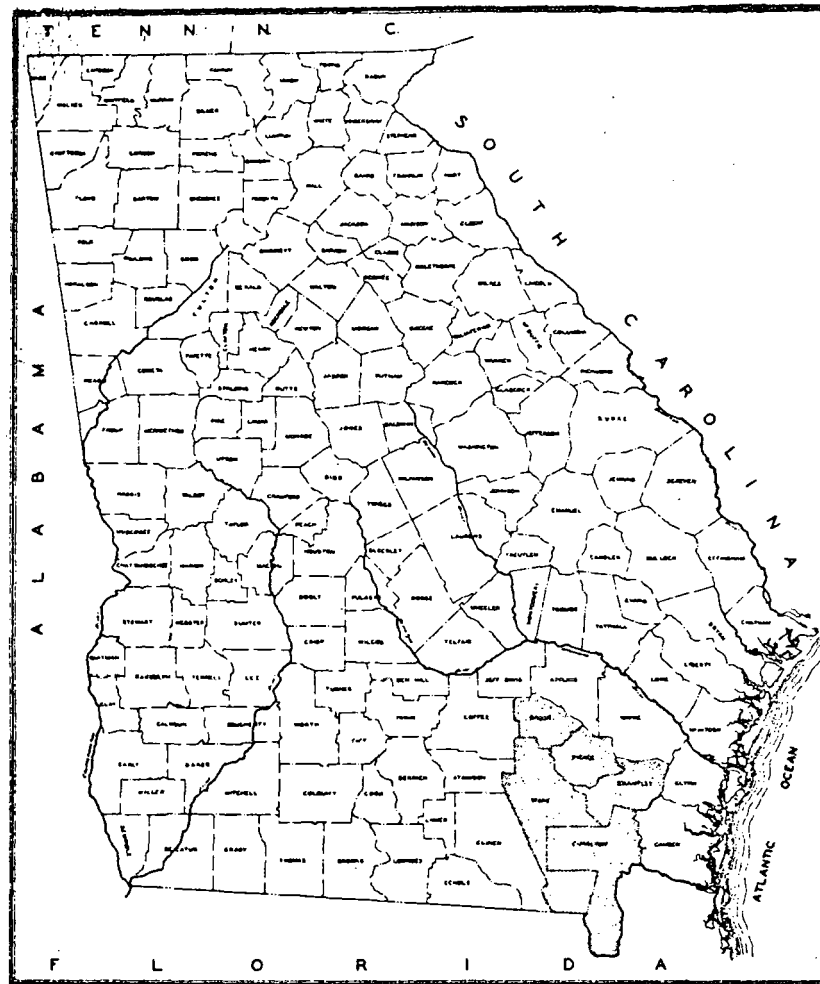
During the Council for Exceptional Children Annual Conference at New York in April, 1974, the evaluator had the pleasure of attending a session at which the personnel from the Waycross Area Program for Exceptional Children (WAPEC) described their project which consists of shared services for the delivery of special education to several counties in southeastern Georgia. The evaluator was so impressed by the enthusiasm and the presentation of the WAPEC personnel that he visited the project in December, 1974, at which time his initial enthusiasm for the project was maintained.

Historical Development

Georgia has 137 school systems with fewer than 5,000 students. Systems as small as these have difficulty providing even a minimum educational program. Local school system personnel and State Department of Education staff recognized that small systems must work cooperatively in order to provide consultant services in various curricula areas. The result was the shared services concept. In the utilization of instructional supervisors, visiting teachers, transportation services, vocational opportunities, and inservice educational programs, various school systems have worked cooperatively across system boundaries.

The Ware County Schools and the Waycross City Schools had worked cooperatively during the fiscal year 1969 in providing the coordination of the program for exceptional children, and thus had established a nucleus for the development of a shared services complex. The systems of Bacon, Brantley, Charlton and Pierce Counties were invited to participate in the expanding services. They signed contracts for educational services across system lines and registered these decisions with the Georgia State

DEMOGRAPHIC DATA



During the 1972-73 school year, the Waycross Area Program for Exceptional Children served six systems in five southeastern Georgia counties. During the 1973-74 school year, at least two additional systems will be served.

FIGURE I

Department of Education, Office of Administrative Services, June 1969.

The local leadership personnel in the new organization realized the need for long range planning. A proposal was submitted and the grant awarded. The purpose of the Planning Grant for Program Development was to develop a comprehensive program model which would provide service for exceptional children in rural areas. A four-phased program of development was utilized:

Phase I -- Summer 1969

"Evaluation of existing programs and orientation to area of exceptionality." State Department personnel and visiting local coordinators served as consultants to the planning committee.

Phase II -- Fall 1969

"Collection of data needed for project implementation." Survey information was compiled.

Phase III -- Winter and Spring 1970

"Interpretation of data and development of Models for programs to meet existing needs." Local committees were organized to develop a program for each area of exceptionality. The program design was an adaptation of the format of the Program Planning Budgeting System.

Phase IV -- Summer 1970 through June 30, 1973.

"Implementation of Plan to meet children's needs, to recruit staff, and to train personnel." Students with special needs have been identified, teachers recruited and trained, and programs in specific areas of exceptionality established. Cognizant of the fact that planning and implementation of appropriate educational programs are on-going processes, modifications of the planning phases have permeated the operational phase.

(WAPEC, 1973)

Waycross Program Components

The Waycross Area Program for Exceptional Children is comprised of many components. It grew so rapidly that it has been compared to a mushroom springing up overnight. A mushroom is used in Figure II to illustrate the program components. A brief description of each component follows:

1. Educable Mentally Retarded: This special pre-vocational program was designed for educable mentally retarded students within the chronological age group of 6 to 21 years. These students have intelligence quotients which range from 50 to 80 I.Q. Delivery of service is through a variety of modes, such as self-contained programs, team teaching, departmentalized programs, resource programs.

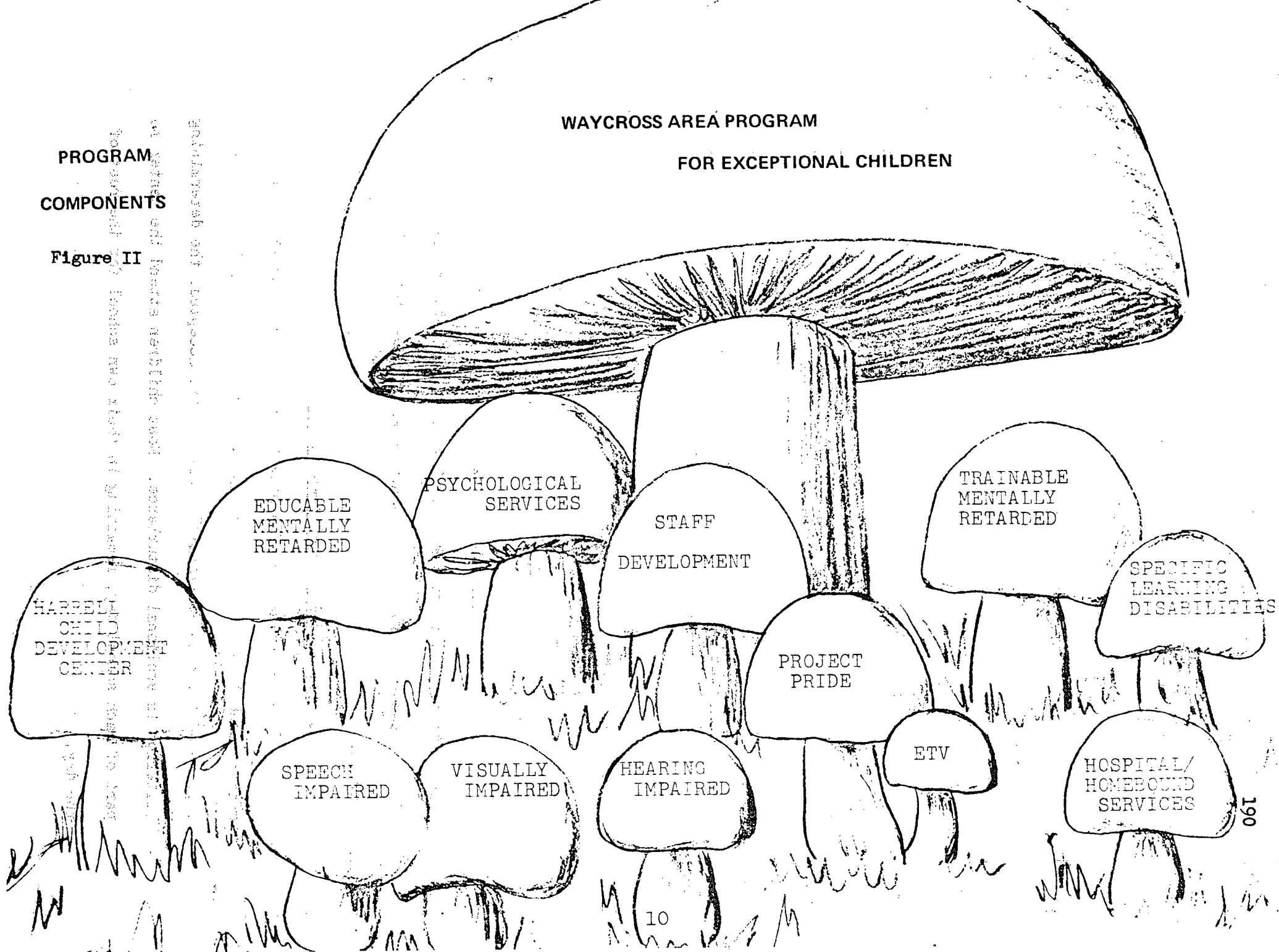
2. Education Professions Development Act: This Act played a major role in the growth of the total program. Applications for grants to recruit and train teachers in critical areas of education were funded, potential teachers were identified and programs were planned to meet certification needs, and contracts with universities brought university courses to the local area. From 1969 to 1972 forty-two courses were offered in the Waycross area, twenty-seven of these being different courses.

3. Harrell Child Development Center

This Center is one of a network in Georgia to serve emotionally disturbed children from 3 months to 14 years of age. While other handicaps in addition to emotional disturbance are accepted, the determining criterion is emotional disturbance. Most children attend the Center for part of each school day, remaining in their own school for the rest of the day.

PROGRAM
COMPONENTS

Figure II



4. Hospital Homebound Institutes. Hospital Home instruction is for children who are unable to attend school for extended periods of time. Once a referral has been signed by a doctor, an instructor is assigned to the student. The student remains on his home-room class and receives attendance credit as well as instruction. Home study provides a means of uninterrupted education for the student who might otherwise be a repeater or a dropout.

5. Project Pride. Project Pride was designed to help teachers become better able to use methods, materials and ancillary services appropriate to the learning needs of children with widely ranging abilities and handicaps. After discussion with the cooperating school system, grade two classrooms were selected as the focus of the service. The emphasis was upon helping the teachers to become more self-reliant and competent by providing them with the know-how and the resources necessary to teach exceptional children effectively in the regular classroom, to support the teachers during the period in which they are developing such competencies, and to provide or arrange for such duties as may be beyond the scope of the teacher.

The JAPWC classroom facilitator involved the teacher in identifying and diagnosing educational problems, and then individually evaluating and modifying instructional programs to deal with them. The classroom facilitator met with each of their target teachers on an average of one half day per week. The classroom teacher along with the teacher directs the paraprofessional primarily in individualized and group instruction.

In 1973-74, PRIDE provided six facilitator paraprofessional teams to eight school systems in a seven county area. In doing so, inservice and support was provided to sixty-five teachers and to over 1,500 second grade students, of whom over 400 were students with special learning problems.

6. Psychological Services. These services include evaluation of psychological and educational strengths, weaknesses and needs of individual students; evaluation and consultation regarding adjustment problems; provision of inservice education to teachers; provision of consultant services to teachers and administrators; acting as a referral agent in obtaining outside assistance for individual cases when necessary; parent and teacher conferences concerning individual students; and recommendation for special classes when deemed necessary.

7. Specific Learning Disabilities. Students in JAPEC who were identified as having a specific learning disability were being served by a resource, class room teacher or an itinerant teacher.

The term "child with a specific learning disability" means "those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, speak, read, write, spell, or to do mathematical calculation. Such disorders include conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental asphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation or emotional disturbance, or of environmental disadvantage."¹

¹ Public Law 91-230 (89 Statute 177) Section 602-15, April 13, 1970.

8. Speech and Hearing Services. Services are provided throughout the shared services area for children who have speech and hearing problems. Those children who had poor articulation, voice disorders, stuttering, retarded speech development, asphasia, speech disturbances with cleft palate or impaired hearing were refused for service.

9. Inservice Education-Staff Development. Inservice Education-Staff Development was designed to foster improvement of performance of all personnel. Initially, the focus was on professional personnel and included:

- A. State Department of Education Services
- B. Multi-System Mid-year Inservice Day
- C. Demonstrations of new Materials and Equipment by Educational Consultants from Publishing Companies
- D. Visitations to Programs
- E. Professional Meetings
- F. Interest areas activities directed by Local Consultants
- G. Independent Study
- H. College Courses available through Education Profession Development Act.

In addition, there are planned general staff development activities that pertain to all areas of exceptionality in children and program components. Each program component provides appropriate activities for its staff. Individuals participate in developing programs designed to improve each one's competency in the following:

- A. Identify skills needed
- B. Establish standards of desired performance
- C. Identify strengths and weaknesses
- D. Establish training objectives to reduce skill discrepancies
- E. Develop and implement the training activities to achieve the objectives
- F. Assess the effectiveness of training objectives

Since professional personnel in special education in Georgia are required to have special certification, university involvement has played a major role in the meeting of the needs of the program. Forty-seven university courses have been taught, and 564 persons have taken from one to ten courses.

10. Trainable Mentally Retarded. The WAPEC service for TMR consists of one center location in Waycross in a remodelled school. Sixty-four students from 6 to 12 years of age were enrolled in the Center in 1972-73. The students are transported across county lines and within the city by bus or by parents. Long term plans call for the development of "satellite centers" in other parts of the region.

11. Visually Impaired. This program serves children with a visual acuity of 20/70 to 20/200 in the better eye after correction (partially sighted), and children with 20/200 or less in the better eye after correction. Children who have either of the above handicaps may be eligible for special services including large print books, instructional materials, instruction and tutoring. One totally blind child and several legally blind children received instruction from a specially trained teacher. Regular class teachers receive consultative services.

12. Educational Television. A unique feature of the WAPEC project is its own TV studio which is hooked up via cable vision to homes in Waycross. The studio can record commercial programs and play them back for teachers at more convenient times.

Cassettes in colour of interesting talks or course lectures by professors are made available to teachers in remote areas -- an extremely important service. The cassette is mailed to the school and with the use of a videotape player, the teacher can sit down after school and watch or listen to the tape. This is a tremendous convenience for a teacher in a remote area. It means a university course can be offered, and the teachers report to campus once or twice a term for a seminar and test.

N.B. All information concerning WAPEC project is based on (1) a visit, and (2) the report, Waycross Area Program for Exceptional Children: A Shared Service Project. Waycross, Georgia, 1974.

Figure III shows a map of the counties involved in the WAPEC project along with the program expansion statistics between the years 1969 and 1973. The list of central office personnel alone gives some indication of the support and resources invested in the WAPEC program.

LAFS AND LAC STAFFING COMPARED WITH WAPEC

Table IV demonstrates clearly the specialist resources available in the WAPEC project, county by county, as well as the number of personnel forming the WAPEC supporting team. The reader will note that there were 103 specialist personnel providing services to children with special needs in 8 counties and one city, Waycross, which had a total school enrolment of 18,756 students. In addition to the professionals, there were 19 paraprofessionals in the WAPEC project. On the basis of the total school enrolment, the specialist staff ratio was one specialist for 184 students. (See: Table IV, page 197)

In contrast, Table V (See: page 198) shows that the number of specialist personnel in Zone IV in 1975-76 was 58.5 with a total school enrolment of 33,733 giving a specialist staff ratio of one specialist for 576 students.

In Zone I with a total enrolment in 1973-74 of 25,573 students there were 38 specialists according to the data received by the evaluator. This makes a specialist staff ratio of one to 594 students. (See: page 199)

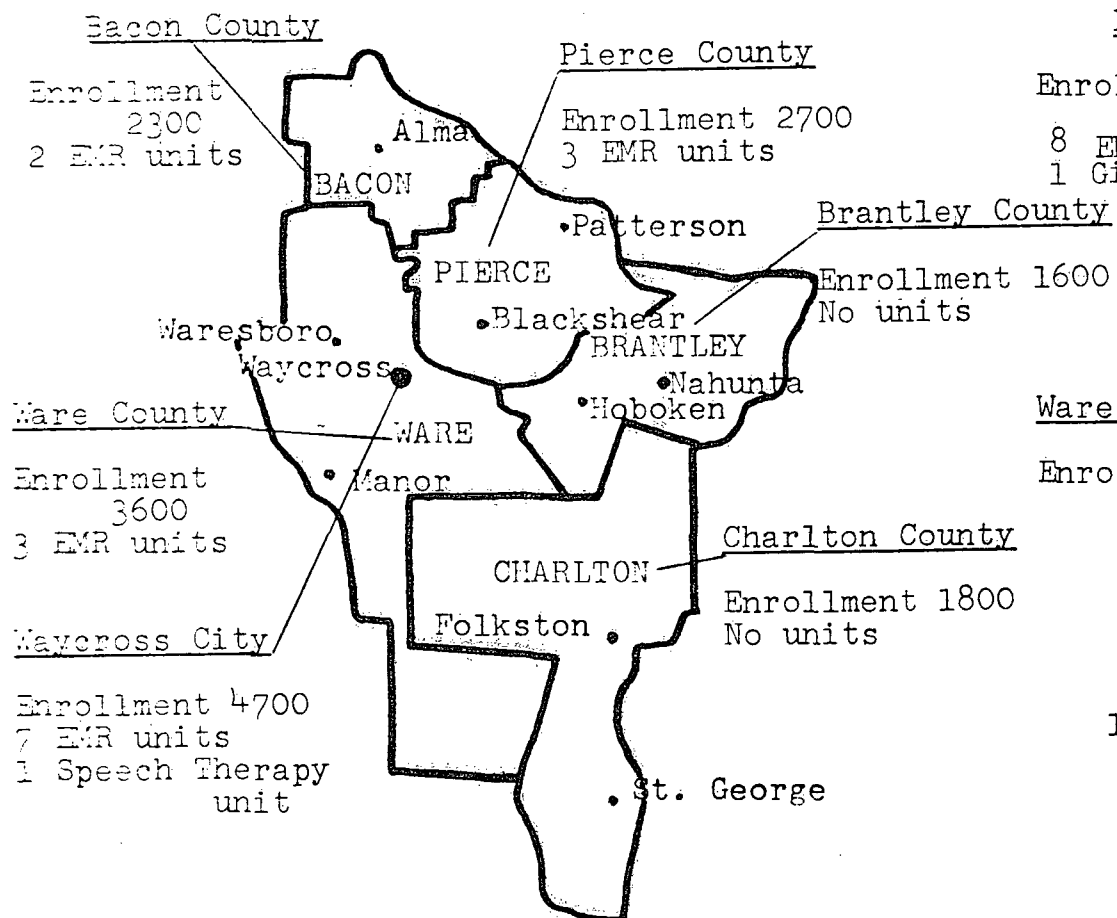
Because of the nature of the school population in Georgia, which had a good percentage of blacks, a straight comparison of the WAPEC project with the Alberta projects is unreasonable. However, if one realizes that the blacks tended to be highly prevalent in the EMR classes and that 42 teachers were assigned to such classes, it still leaves 61 specialists for 18,151 student enrolment, making a specialist staff ratio of 1 to 297 students.

WAPEC PROGRAM EXPANSION

FIGURE III

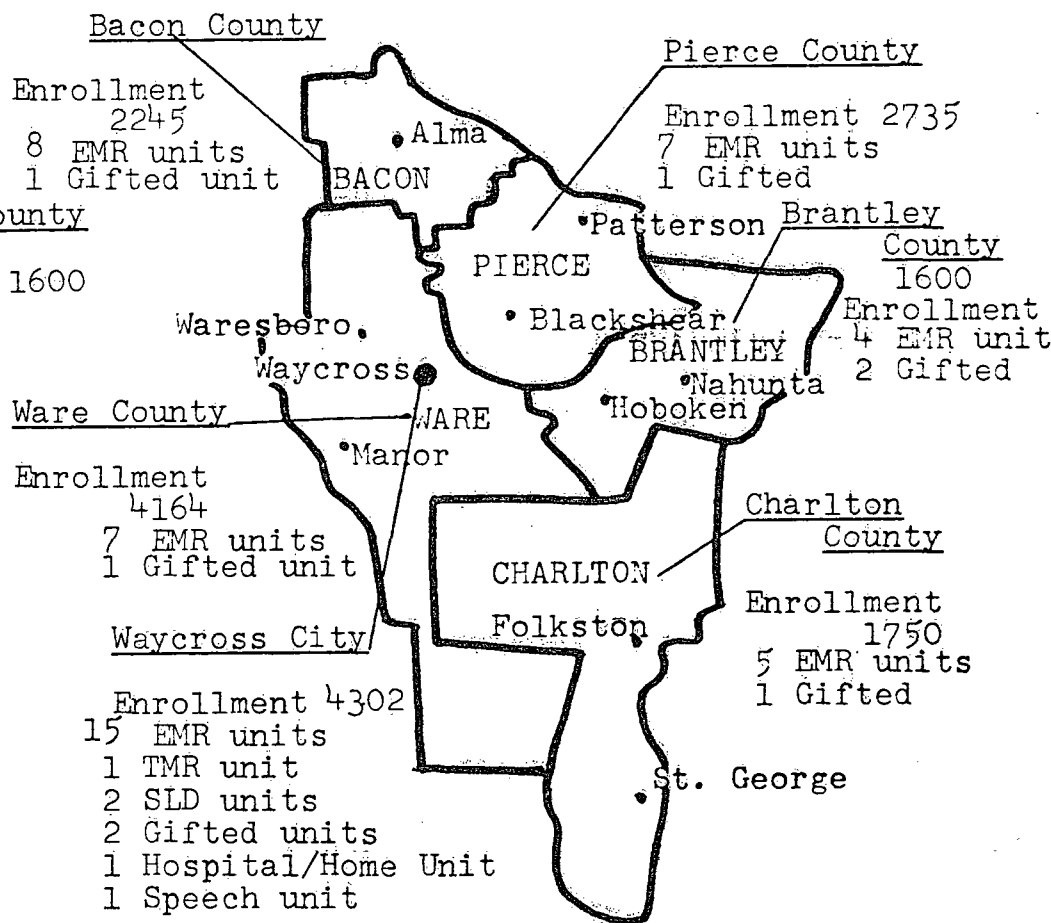
June, 1969

March, 1973



Central Office

1 Coordinator



Central Office

1 Director, 31 Professional Personnel, 13 Paraprofessionals, 6 TV Studio Personnel, 5 Secretaries, 6 Bus Driver/Maintenance Personnel

TABLE IV
PARAPROFESSIONAL AND PROFESSIONAL PERSONNEL IN WAPEC PROJECT, 1974-75

Counties	* Learning Dis.		T. M. R.	Emot. Dist.		Early Child.		PRIDE	HEEP	Ed Psych. Services	Hard Hear.	Hearing Imp.	Visual. Imp.	Speech Imp.	T. M. R.		Gifted	Consultants	TOTALS		Enrolment Grades 1-12								
	+	-		+	-	+	-								Para.	Prof.													
Atkinson	-	-	-	4	$\frac{1}{2}$	1	$\frac{1}{2}$	1	-	-	-	-	$\frac{1}{2}$	-	$\frac{1}{2}$	$\frac{1}{2}$	1	-	-	$1\frac{1}{2}$	8	1502							
Bacon	-	-	-	7	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	0	9	2003							
Brantley	-	1	-	4	-	-	-	1	$\frac{1}{2}$	-	-	-	-	-	-	-	-	1	-	1	$6\frac{1}{2}$	1619							
Charlton	-	1	-	6	$\frac{1}{2}$	1	$\frac{1}{2}$	1	-	-	-	-	-	-	-	$\frac{1}{2}$	1	1	-	$1\frac{1}{2}$	11	1806							
Clinch	-	1	-	6	-	-	-	-	-	-	-	$\frac{1}{2}$	-	-	-	$\frac{1}{2}$	-	1	-	0	9	1467							
Pierce	-	3	-	5	-	-	-	1	$\frac{1}{2}$	-	-	-	-	-	-	-	-	-	-	1	$8\frac{1}{2}$	2388							
Ware	-	-	-	8	-	-	(1)(1)	1	1	-	-	-	-	-	1	-	-	2	-	2	13	3481							
Waycross ^o	-	-	-	2	-	-	(1)(1)	1	1	-	-	-	(1)	-	-	-	2	-	2	8	3771								
WAPEC	-	-	-	-	6	7	-	-	-	2	1	-	5	-	1	-	1	-	4	10	30	919							
TOTALS	-	6	-	42	7	9	3	4	4	3	2	1	-	5	0	3	-	1	-	1	-	6	3	10	8	4	19	103	18,956

* denotes paraprofessional personnel
+ denotes professional personnel
o denotes city

TABLE V
PROFESSIONAL PERSONNEL IN ZONE IV, 1975-76

	Learning Dis.	E. M. R.	Emot. Disturb.	Early Child. Handicapped	Ed. Psycho. Services	Hard Hearing	Hearing Imp.	Visual Imp	Speech Imp.	T. M. R.	Gifted	Guidance Counselling	TOTALS	Enrolment Grades 1 - 12
Co. of Red Deer #23	- $\frac{1}{2}$	- $6\frac{1}{2}$	-	-	-	-	-	-	-	-	-	- $\frac{1}{2}$	$7\frac{1}{2}$	4276
Red Deer City S.D. #104	- $1\frac{1}{2}$	- 6	-	-	- 1	-	-	-	-	-	-	- 2	$10\frac{1}{2}$	5748
Red Deer RCSD #17	- 2	-	-	-	-	-	-	-	-	-	-	-	2	1347
Co. Lacombe #14	-	- 3	-	-	-	-	-	-	-	-	-	- $\frac{1}{2}$	$3\frac{1}{2}$	3413
Co. Ponoka #3	-	- 3	- 5*	-	-	-	-	-	-	-	-	- $1\frac{1}{2}$	$9\frac{1}{2}$	3392
Co. Stettler #6	-	-	-	-	-	-	-	-	-	-	-	-	-	1624
Stettler SD #1475	-	-	-	-	-	-	-	-	-	-	-	- $\frac{1}{2}$	$\frac{1}{2}$	1430
Co. Camrose #22	- 1	- 1	-	-	-	-	-	-	-	-	-	-	2	2280
Camrose SD #1315	- 1	-	-	-	-	-	-	-	-	-	-	-	1	1700
Rocky Mount. SD #15	- 2	-	-	-	-	-	-	-	-	-	-	-	2	2929
Co. Flagstaff #29	- 5	- 1	-	-	- $\frac{1}{2}$	-	-	-	-	-	-	- $\frac{1}{2}$	7	2361
Neutral Hills SD #16	- 1	-	-	-	-	-	-	-	-	-	-	-	1	676
Co. Paint Earth #18	- 1	- 1	-	-	-	-	-	-	-	-	-	-	2	1202
East Central Alberta CSD	- $\frac{1}{2}$	- .1	-	-	-	-	-	-	-	-	-	-	$\frac{1}{2}$	384
Co. Camrose RCSSD #60	-	- 1	-	-	-	-	-	-	-	-	-	-	1	385
Theresetta RCSD #2306	-	-	-	-	-	-	-	-	-	-	-	-	0	179
Provost Sch. Div. #33	- 1	- 1	-	-	-	-	-	-	-	-	-	-	2	1007
LAFS	0 4	- $\frac{1}{2}$	- $\frac{1}{2}$	-	- $1\frac{1}{2}$	-	-	-	- 1	-	-	-	$7\frac{1}{2}$	0
TOTALS	- 20.4	- 24.1	- $5\frac{1}{2}$	-	- 3	-	-	-	- 1	-	-	- $5\frac{1}{2}$	- $58\frac{1}{2}$	33,733

* Institutional classes at Alberta School Hospital, Ponoka.

TABLE VI
PROFESSIONAL PERSONNEL IN ZONE I, 1973-74

	Learning Dis.	E. M. R.	Emot. Disturb.	Early Child. Handicapped	Ed. Psych. Services	Hard Hearing	Hearing Imp.	Visual Imp.	Speech Imp.	T. M. R.	Gifted	Guidance Counselling	TOTALS	Enrolment Grades 1 - 12
Co. Grande Prairie #1	- 1	- 1	-	-	-	-	-	-	-	-	-	-	2	2789
Grande Prairie SD #2357	- 2	- 3	- 2	-	-	-	-	-	-	-	-	-	7	3001
Grande Prairie RCSSD #28	- 1	-	-	-	-	-	-	-	-	-	-	-	1	1745
East Smokey Sch. Div. #54	- 2	- 1	-	-	-	-	-	-	-	-	-	-	3	1737
Spirit River Sch. Div. #47	-	- 2	-	-	-	-	-	-	-	-	-	-	2	1850
Fairview Sch. Div. #50	-	- 1	-	-	-	-	-	-	-	-	-	-	1	1494
Peace River Sch. Div. #10	- 3	- 5	-	-	-	-	-	-	-	- 2	-	-	10	3036
High Prairie Sch. Div. #48	-	-	-	-	-	-	-	-	-	-	-	-	0	3606
Fort Vermilion S.D. #52	-	- 2	-	-	-	-	-	-	-	-	-	-	2	1821
Northland Sch. Dist. #61	-	- 3	-	-	-	-	-	-	-	-	-	-	3	1643
East Peace Sep. Boards	-	-	-	-	-	-	-	-	-	-	-	-	0	1507
North Peace Sep. Schools	-	-	-	-	-	-	-	-	-	-	-	-	0	1146
Grovedale S.D. #4910	-	-	-	-	-	-	-	-	-	-	-	-	0	80
Spirit River Sep. Sch.	-	-	-	-	-	-	-	-	-	-	-	-	0	60
Peace River Sep.	- 2	-	-	-	-	-	-	-	-	-	-	-	2	58
LAC	- 2	-	-	-	- 2	-	-	-	- 1	-	-	-	5	
	- 13	- 18	- 2	-	- 2	-	-	-	- 1	- 2	-	-	38	25,573

Also to be taken into consideration is the fact that rural distances in the WAPEC project area are not nearly as vast as they are in Zones I and IV. Less time is spent in travelling from school to school.

With the elimination of the 42 teachers for EMR children, mainly blacks, the ratio of one specialist for every 297 students of total school enrolment is far superior to what presently exists in Zone I, which has a ratio of 1:729 and in Zone IV, which has a ratio of 1:550. Obviously, the only way the ratio of specialist staff to total school enrolment will be reduced is by assigning more specialist staff to each of the zones.

Table VII (See: page 201) indicates the number of children with special needs who are receiving special assistance in the WAPEC project, county by county. The total number receiving special help (4,400) is approximately 23% of the total school enrolment in the eight counties and the city of Waycross. If one subtracts the 805 students enrolled in EMR classes, most of whom are blacks and who represent approximately 4% of the total school enrolment, and if one subtracts the students served by project PRIDE (1,562 students in grade two classes) who represent approximately 8% of the total school enrolment, the 23% minus 4% and 8% leaves 11%.

It can be said, then, that 11% of the children were receiving special services in the WAPEC project, if the large number of EMR and PRIDE project grade two classes are excluded from the number shown in Table VII.

Another point of interest in Table VII is the small number of children who are designated as having a learning disability problem, a little more than 1% of the total school enrolment. Finally, the reader's attention is drawn to the fact that 415 children, approximately 2%, were in the program for the gifted.

TABLE VII

WAYCROSS AREA PROGRAM FOR EXCEPTIONAL CHILDREN, 1974-75
CHILDREN SERVED

	Hearing Disabled	Elem.	E.M.R. Second.	Emot. Disturb.	Early Child	PRIDE	HELP	Ed. Psych. Services	Hard Hearing	Hearing Imp.	Visual Imp.	Speech Imp.	T. V. R.	Gifted	TOTALS	Enrolment Grades 1 - 12
Atkinson	--	54	0	2	20	155 (6)	--	33	--	--	--	21	8	--	293	1502
Bacon	--	90	39	3	--	173 (7)	--	70	6	--	--	33	--	75	489	2003
Brantley	20	30	23	5	--	165 (6)	27	95	--	8	2	--	--	70	445	1619
Charlton	20	45	34	8	21	132 (6)	27	140	--	1	4	--	4	75	511	1806
Clinch	20	54	34	9	20	142 (4)	--	91	--	--	--	33	8	45	456	1467
Pierce	60	53	28	7	--	198 (6)	23	110	--	--	--	--	--	--	479	2388
Ware	--	80	30	17	--	311 (13)	56	145	3	1	2	--	--	60	705	3481
Waycross	40	139	72	24	--	286 (13)	18	250	--	2	5	--	--	90	926	3771
WAPEC	--	--	--	--	40	--	--	--	--	--	--	--	56	--	96	919
TOTALS	160	545	260	75	101	1562	151	934	9	12	13	87	76	415	4400	18,956

() denotes Teachers.

By contrast, Table VIII (See: page 203) for Zone IV shows that 2,136 students, approximately 6%, were receiving service based on a total enrolment of 33,733. The great majority of these students, 1,247 or 4%, are shown as having a learning disability problem. It is highly desirable that there should be some clarification of the definition of a learning disability, for it would seem that children with minor problems are being classified as having a learning disability. This may place an undue strain on resource rooms. Educators in Alberta need to reach some consensus as to what constitutes a learning disability.

The reader will note that the data on hearing and vision is incomplete.

In Zone I (See: Table IX, page 204) in 1973 - 74, 1,330 students, or approximately 5%, were receiving special assistance out of a total school enrolment of 25,573. No gifted children were receiving special assistance and no data is given for the sensory impairments of hearing and vision. Several school districts or school divisions do not appear to make a special provision for their EIR students.

TABLE VIII
CHILDREN BEING SERVED IN ZONE IV, SEPTEMBER 1975

	Learning Dis.	E.M.R.	Emot. Disturb.	Early Child. Handicapped	Ed. Psych. Services	Hard Hearing	Hearing Imp.	Visual Imp.	Speech Imp.	T. M. R.	Gifted	TOTALS	Enrolment Grades 1 - 12
County of Red Deer #23	145	89	--	--	--	--	3	--	--	13	*	250	4276
Red Deer City SD #104	130	62	100	--	--	--	4	6	--	15	55	372	5748
Red Deer RCS Dist. #17	30	2	--	--	--	--	--	--	--	4	--	36	1347
Co. Lacombe #14	92	36	--	--	--	--	--	--	--	11	--	139	3413
Co. Ponoka #3	146	24	--	--	--	--	--	--	--	2	--	172	3392
Co. Stettler #6	110	7	1	--	--	--	--	--	--	2	--	120	1024
Stettler SD #1475	57	4	--	--	--	--	--	--	--	2	--	63	1436
Co. Camrose #22	106	18	--	--	--	--	--	--	--	6	--	130	2288
Camrose SD #1315	27	14	--	--	--	--	--	--	--	9	--	50	1700
Rocky Mountain SD #15	97	12	--	--	--	--	--	--	--	3	--	112	2929
Co. Flagstaff #29	113	36	--	--	--	--	--	--	--	5	--	154	2361
Neutral Hills SD #16	28	4	--	--	--	--	--	1	--	2	--	35	676
Co. Paint Earth #18	63	14	--	--	--	--	--	2	--	2	--	81	1202
East Central Alberta CSD (Killam and Provost)	32	6	--	--	--	--	--	--	--	--	--	38	384
Co. Camrose RCSSD #60	15	15	--	--	--	--	--	--	--	--	--	30	385
Theresetta RCSD #2306	8	4	--	--	--	--	--	--	--	--	--	12	179
Provost SD #33	48	14	--	--	--	--	--	--	--	--	--	62	1007
LAFS	--	--	--	--	170	--	--	--	110	--	--	280	--
TOTALS	1247	361	101	--	170	--	7	9	110	76	55	2136	33,733

* Several large schools are organized for continuous progress.

TABLE IX
CHILDREN SERVED IN ZONE I, 1973 - 74

	Learning Dis.	E. M. R.	Emot. Disturb	Early Child Handicapped	Ed. Psych. Services	Hard Hearing	Hearing Imp	Visual Imp.	Speech Imp.	T. M. R.	Gifted	TOTALS	Enrollment Grades 1 - 12
Co. Grande Prairie #1	33	12	--	--	--	--	--	--	--	--	--	45	2789
Grande Prairie SD #2357	25	32	32	--	--	--	--	--	--	--	--	89	3001
Grande Prairie RCSSD #28	15	--	--	--	--	--	--	--	--	--	--	15	1745
East Smokey Sch. Div. #54	32	11	--	--	--	--	--	--	--	--	--	43	1737
Spirit River Sch. Div. #47	--	--	--	--	--	--	--	--	--	--	--	--	1850
Fairview Sch. Div. #50	--	11	--	--	--	--	--	--	--	--	--	11	1494
Peace River Sch. Div. #10	41	53	--	--	--	--	--	--	--	16	--	110	3036
High Prairie SD #48	--	--	--	--	--	--	--	--	--	--	--	--	3606
Fort Vermilion SD #52	--	26	--	--	--	--	--	--	--	--	--	26	1821
Northland Sch. Dist. #61	--	41	--	--	--	--	--	--	--	--	--	41	1643
East Peace Sep. Boards	--	--	--	--	--	--	--	--	--	--	--	--	1507
North Peace Sep. Schools	--	--	--	--	--	--	--	--	--	--	--	--	1146
Grovedale SD #4910	--	--	--	--	--	--	--	--	--	--	--	--	80
Spirit River Separate	--	--	--	--	--	--	--	--	--	--	--	--	60
Peace River Separate	58	--	--	--	--	--	--	--	--	--	--	58	58
LAC	447	--	--	--	337	--	--	--	108	--	--	892	--
TOTALS	651	186	32	--	337	--	--	--	108	16	--	1330	25,573

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY AND CONCLUSIONS

In this report the evaluator has listed the objectives of the LAFS and IAC projects as set down by the project teams themselves, reviewed the literature summarizing the issues and problems in the field of learning disabilities, discussed methods and procedures used in evaluating the projects, analyzed the questionnaires sent to parents, teachers, principals, superintendents, LAFS and IAC special personnel. He has examined the student data as collected from the records in the LAFS and IAC projects, reviewed the results of questionnaires and personal interviews with administrators from the Zone VI Learning Disabilities Fund programs. He has compared the staffing of specialists and children served in Zone I and Zone IV with the Edmonton and Calgary school systems and with the staffing and children served in WAPES, Waycross Area Program for Exceptional Children.

IAC and LAFS Questionnaire Data

It is evident from the responses of the IAC and LAFS project personnel, teachers, and parents that there was some dissatisfaction with the service provided by the IAC and LAFS projects. Both projects covered such a large territory and attempted to service such a large referral list of students that, in the main, most of the time was spent in diagnosis and little time was spent in remediation or follow-up. This, of course, has been a constant criticism of the traditional school psychologist role in providing assistance to classroom teachers. It is a problem of too few personnel for the services demanded.

A very serious matter which needs immediate correction was the fact that some schools in the jurisdiction of the LAFS project did not require parental consent before a child was seen by the project personnel. In this era of concern with the rights of the child, the rights of the parents, and due process for both, the Department of Education has a responsibility to ensure that all school jurisdictions follow the procedure of advising parents and obtaining their consent before a child is referred and given special assistance by specialists. It should also be a requirement that parents are advised by the specialists of their findings, and that no special program or special placement is undertaken without their consent. Not only is this good pedagogical practice because of the reinforcement and assistance the parents can give at home, but also it is a basic right that parents should be made aware of any learning disability that their child is suffering from at school.

Table VII of the parents' responses (See: page 49) shows that one parent in five was dissatisfied with the special efforts to help their child, and Table VIII (See: page 50) indicates that three out of ten parents were not advised as to how they could help their child at home.

Teachers registered dissatisfaction with the referral procedure, because it was they who had to implement the special programs prescribed by the LAC or LAFS teams. One fifth of the teachers in both projects waited from three to six months before the child they had referred was seen by the specialist. Six months is obviously too long to wait when a child is in need of special assistance with his learning difficulty. Over seventy percent of the teachers in both projects indicated they could have made additional referrals had personnel been available to provide the service.

More than one third of the teachers in both projects answered that the reports they received were only fair or poor in terms of their meaningfulness to them in helping the student with his problem. (See Table VII, page 56). Lack of materials to implement programs was reported by 54% of the teachers in the LAC project and by 30% in the LAFS project. Urgent attention should be given to correct this deficiency. It is extremely difficult for teachers to implement programs if they lack adequate materials. Also, a teacher needs support to ensure that he or she is implementing the program correctly. The teachers in both projects did not receive sufficient follow-up (Table XII, page 63) even though they expressed a need for follow-up (Table XIII, page 63).

Over one third of the teachers in both projects rated the special service as fair or poor. On the other hand, the majority of teachers in both projects wanted to see the type of service expanded, but preferably in another form. (See: Tables XV and XVI, page 65)

There was a high degree of agreement among teachers, principals and superintendents that there was a need for qualified counsellors and qualified resource room teachers in each reasonably-sized elementary school. Serious consideration should be given to the manpower implication for such a proposal. Long range planning should ensure that universities are assigned sufficient personnel to prepare elementary counsellors and resource room teachers. Both are highly desirable in elementary schools to ensure that students are given maximum assistance with their affective and cognitive problems. Early intervention and prevention through such personnel is superior to, and probably less costly than remedial and rehabilitation programs, either during later school years or following school.

With the current concept of retaining educationally handicapped children in the regular classrooms, it is essential that regular classroom teachers have some understanding of the problems of handicapped children. As many of the teachers have had no formal preparation for working with handicapped children, both projects provided inservice education for some of the teachers in their service area. Many teachers, however, did not receive any inservice education. There is an urgent need for inservice education to be coordinated and planned on a long range basis rather than on an ad hoc approach. Further, serious attention should be given to ensuring that all teachers during their preservice education are required to take at least one introductory course on exceptional children, as recommended in the Standards for Educators of Exceptional Children in Canada (SEEC). With the mainstreaming and resource room approach to delivering service to handicapped children, all teachers must be able to recognize the various types of atypical children to be found in their classrooms.

The principals' responses generally agree with those of the teachers. In fact, in most cases they are more positive than the teachers, no doubt because in most cases they are not so immediately involved with the service as are the teachers. Half of the principals in the LAFS project and one-third in the IAC project would like to see the service expanded in another form. Ninety percent of the principals in both projects wanted a qualified resource room teacher in each school. Long range plans should be implemented to ensure sufficient qualified manpower to implement the resource room model. There is little doubt that if students with learning difficulties are to receive regular assistance from a qualified teacher, the resource room model is one of the best ways of attaining this goal.

One hundred percent of the LAC personnel and 71% of the LAFS personnel were unhappy about the fact they were not able to follow-up student progress to their satisfaction because of the lack of time.

Forty percent of the LAC personnel and 57% of the LAFS personnel reported that there was a lack of instructional materials to enable the teacher to implement the prescribed program for a student with a learning

disability. This is a serious deficiency which should be corrected as soon as possible. Instructional materials are a necessity if teachers are to implement individualized programs effectively for children with various learning disabilities.

LAFS personnel reported insufficient clerical assistance, and this was reflected in the state of the records in the two projects. The centralized records in the LAC project where there was sufficient clerical

assistance were in a much better condition than the decentralized records of the LAFS project, where there was inadequate, and in some instances no clerical help. It seems a very short-sighted policy not to provide specialist personnel with adequate clerical assistance, not only to ensure that proper records are maintained, but also to provide someone who can take a message when the specialist is in the field.

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The personnel in both projects reported spending one fifth or more of their time in travel. In addition to the time there was, of course, the cost. A reduction in the size of the territory to be covered by the team, as well as the staffing of schools with resource room teachers, are two steps which should be taken to improve service to children with learning difficulties in rural areas.

In reporting the factors which interfered with the effective discharge of their role, the special personnel reported (1) lack of time, (2) too many referrals to handle efficiently, (3) emphasis on testing for placement was too great- and (4) too large a territory to cover, and also (5) teachers were unprepared and unwilling to handle remedial programs.

In making suggestions for improved services, the personnel, both in the LAC and LAFS projects stated: (1) the need for inservice education for teachers, (2) a smaller territory to cover, (3) more secretarial help, (4) a resource room teacher in each school, (5) a basic kit of instructional materials for each school, and (6) permanent leadership of the project.

LIMITATION OF THE STUDY

Because the evaluator was not involved in the study until both the LAFS and LAC projects had been in operation for one year, it was not possible to collect data on student progress as demonstrated by pre and post treatment assessment. In the case of Zone VI there was considerable variation in the mode of delivering service that no attempt was made to collect data from teachers, principals and parents, but also like Zone I and Zone VI, no pre and post treatment data on students was available. The lack of such data on student progress is an important limitation of this study.

LAFS AND LAC STUDENT DATA

An examination of the records of students referred to LAFS and LAC showed that boys outnumbered girls by more than two to one. (See: Table I, page 143) The maximum number of referrals to both projects took place in grades one, two and three, (See: Table II, page 143) which clearly indicates the need for early intervention and assistance.

The major type of referral in both projects was for reading problems. Twice as many students were referred for reading in the LAFS project compared with the LAC project, 50.70% compared with 25.71%. (See: Table III and V, pages 145 and 148) However, on diagnosis, the LAFS referral of 50.70% for reading problems was reduced to 39.19%; but the LAC 27.71% referred for reading problems actually increased on diagnosis to 27.54%. It is difficult to account for the vast difference in the referral of reading problems in both projects.

Considerably more children were referred for low achievement in the LAC project 26.59%, than in the LAFS project, 8.54%. Once again, it is difficult to account for this difference. It may be due to a difference in the student population or in the perceptions of teachers.

In both projects, areas which increased substantially in numbers on diagnosis were: perceptual auditory, perceptual vision, and developmental lag. (See: Tables IV, page 146, and VI, page 149) It is apparent that teachers are not sufficiently sophisticated in diagnosis in these areas.

In a comparison of boys and girls in the LAFS project, reading was the most frequent type of referral and diagnosis, with 56.72% boys and 51.12% girls. The next highest classification for boys was low achievement 9.06%, and for girls mathematics at 11.21%. For boys mathematics was the

next most frequent classification, 6.80%, and for girls low achievement 7.62%. (See: Table VII, page 151 and Table IX, page 154). On assessment by the LAFS team, however, 40.52% boys had reading problems and 36.51% of the girls, 5.04% of the boys had difficulty with mathematics, and 7.14% of the girls.

It is interesting to note that while 6.35% of the girls were assessed as having low achievement problems, only 4.17% of the boys were. (See: Table VIII, page 152, and Table XI, page 154).

In the case of the LAC project, 27% of the boys were referred as having reading problems compared with 22.03% of the girls. An equal number of boys, 27%, were referred as low achievers compared with 25.42% of the girls. The most frequent area of referral was for speech problems for boys with 9.05%, and behavior and discipline problems for girls with 9.75%. These two areas reversed themselves as the fourth area, behavior and discipline, for boys with 6.23% and speech problems for girls with 8.90%. (See: Table XI, page 157, and Table XIII, page 160)

On assessment by the LAC team, 29.91% of the boys were found to have reading problems compared with 20.63 % of the girls. The second most frequent area of assessment was for oral language problems for boys with 6.29%, and for slow learners for girls with 7.17%. The third most frequent area of assessment was for perceptual auditory problems for boys with 9.36% and for developmental lag for girls. (See: Table XII, page 158, and Table XIV, page 161)

Twice as many students were seen at the time of referral in the LAFS project than in the LAC project. This was no doubt due to the different organization. LAFS functioned with four consultants who were assigned a specific area, whereas the LAC personnel functioned as a

travelling team and as a result they did not visit areas as frequently. In both projects nearly 5% of the students waited from three to nine months for assessment after being referred by their teachers, 4.69% in the LAFS project and 4.54% in the LAC project. (See: Table XV, page 162) In both specialist teams, LAFS and LAC, students were seen most frequently either by the reading specialist (LAC) or by a field consultant (LAFS). Educational psychologists were second in demand for service in both projects, followed by speech therapists. (See: Table XVI, page 163)

As far as community agencies were concerned, it is interesting to note the much greater use of public health services in the LAFS project, 61.69%, compared with only 3.98% in the LAC project. Mental health referrals to community agencies were approximately the same in both projects, 7.46% for LAFS and 6.97% for LAC.

ZONE VI LEARNING DISABILITY PROGRAMS

Ten out of the sixteen school jurisdictions in Zone VI took advantage of the LD funds available for their school system. However, not all of the ten jurisdictions used the funds for new programs or to pay for additional personnel. The data also showed that too many students in small rural jurisdictions were not receiving service.

There was a wide variation in the specialist/student staffing ratios in the programs in Zone VI, from 1:15 to 1:66. A variety of organizational approaches were used to deliver service to children with learning disability problems, the most frequent being consultant teachers.

There seemed to be a difference of opinion among administrators concerning the difficulty of obtaining specialist staff. Administrators

in Lethbridge and Medicine Hat stated that it was difficult to obtain qualified staff, whereas administrators in the rural areas stated they had no difficulty.

Only in two out of the ten programs was program evaluation conducted. The most frequent suggestions for improving service to the children with learning disability problems in Zone VI were for more funds and more personnel. (See: Table VIII, page 176)

In the six jurisdictions which did not receive funds, the most frequently mentioned reason for not applying for funds was, "too difficult to organize programs because of sparse school population." (See: Table IX, page 177)

LAC AND LAFS COMPARED WITH OTHER SYSTEMS

The specialist staffing in Zone I and Zone IV was compared with the staffing in the Edmonton and Calgary school systems and found to be understaffed -- based on total school enrolment in the Zones, and without taking into consideration the sparsely populated territory and the amount of time spent in travelling by the specialists. Whereas Zone I had a specialist staff ratio of 1:729 students, based on total school enrolment, Calgary Separate School Board, with a similar total enrolment, had a ratio of 1:379. Zone IV had a ratio of 1:550 students, and Edmonton Catholic School System with a similar total enrolment, had a ratio of 1:388 students. It is difficult to rationalize such a difference in staffing ratios, if the concept of equal opportunity education is accepted, and even more so if the vast distances in rural areas are taken into account.

When the specialist staffing and children served in Zone 1 and IV is compared with the specialist staffing and children served in the WAPEC project, the situation looks even more depressing. In the WAPEC project 23% of the total school enrolment was being served. Subtracting 8% for Project PRIDE (concentration on problem students in grade two) and 4% for EMR classes (consisting of a large number of black students), it still leaves 11% of the students who receive special attention in the WAPEC project.

The LAFS and LAC teams and the initiators of the concept are to be commended for providing a service to children with special needs in central and northern Alberta where none had existed heretofore. As seen by the data presented in this report, however, both projects lacked adequate personnel to be able to provide a comparable standard of service to that offered in the urban areas of Edmonton and Calgary. Further, when the LAFS and LAC projects were compared with the WAPEC, Georgia program, the data revealed that there were too few resources to provide a proper service to all children with special needs in the two rural areas which were involved. The limited resources in both the LAFS and LAC projects were spread too thinly to be able to meet all the demands made for their service. The LAC team, in particular, have far too little time for follow-up which is an essential step after diagnosis to determine whether a child has been prescribed the proper prescriptive program to meet his particular needs.

On the other hand, a viewpoint which has wider acceptance in special education is the one expressed by Dunn (1968) that special educators should be much more sophisticated at diagnosis and, in the main, be capable

of doing their own assessment, with the occasional help of an educational psychologist. This is in keeping with the concept that "he who does the diagnosis does the remediation". If one accepts this premise then it will require, of course, the preparation of a more sophisticated special education teacher than has been the case in the past. And teachers with such special qualification should have specialist certification.

In addition to the lack of professional personnel, there was also a lack of paraprofessional personnel and instructional materials. To have efficient and effective remediation programs, it is essential that provision be made for an adequate number of paraprofessionals to ensure individual attention for the child with special needs and a suitable supply of special education instructional materials. The latter is too often ignored when special education programs are being planned.

RECOMMENDATIONS

RIGHTS

CHILDREN

1. A child has a right to an education to meet his particular needs irrespective of where he lives in the Province of Alberta. Parents should not have to move to an urban area to acquire better special educational service for their child. The acceptance of equal opportunity education with differential financing to attain those ends should be an established public policy.
2. The child with special needs has the right to be educated by a specialist teacher who has received special preparation to assist him with his problem.

PARENTS

3. Parental consent should be required before any psychological and/or educational assessment is done with a child.
4. Parents should be advised by the school of the results of any assessment done with their child.
5. Parents should be involved in any discussion held regarding the special placement of their child and they should consent to any special placement. (The reader is referred to the May 1975 issue of Exceptional Children which discussed the merits of parents and professional working together as equal partners.)

FINANCES

6. It is essential that more finances be assigned to providing equal opportunity education throughout the Province of Alberta. Rural areas with sparse populations will need considerably more financial assistance than urban areas to provide a comparable standard of service.
7. In addition to differential financing to provide equal opportunity education, more money must be assigned to special education in order to provide service to all children with special needs.
8. Instead of the various government funding schemes which have not been too well coordinated, there needs to be a re-examination of the whole financing of education. In particular, public policy and financing must ensure that children with special needs irrespective of where they live in the province will receive a comparable standard of service.

ADMINISTRATION

9. The shared services concept is the most effective and efficient way to deliver services to sparsely populated school jurisdictions. 7
10. Clusters of adjacent school districts should be organized with a cooperative district for the delivery of student services to children with special needs in rural areas. (?)
11. * The Department of Education needs to define the term learning disabilities so that educators in Alberta use it similarly in designing programs and in applying for funds. 8
12. If it is decided to continue the special student services in Zone 1 and Zone IV in their present form, the titles of the projects should be changed because they do not represent accurately the total range of services being demanded of the teams. The present service is not confined to children with a learning disability as defined in the professional literature (see Chapter II). A more appropriate title would be the Zone IV Student Services or the Central Alberta Program for Exceptional Children (CAPEC). Similarly Zone 1 should be titled Northern Alberta Program for Exceptional Children (NAPEC) or Zone 1 Student Services.
13. Urgent attention should be given to ensuring that the specialist staff-student ratio in rural areas is improved and reduced so that a comparable quality of service can be offered in the rural areas to that of urban areas. This ratio should be such that it takes into account the amount of time required for travel. Consequently 9

the ratio of specialist to students in the rural areas should be better than the urban areas.

14. High priority should be given to locating a resource room teacher in each school of a reasonable size, 100 to 150 students. In the case of smaller schools a resource room teacher should be assigned part time at each of two or more smaller schools. 10
15. It is essential that specialists be given proper clerical assistance so that records of a professional standard can be maintained on each child. 11
16. The Department of Education should implement a colour coded records system for use by the various specialists involved with children with special needs. For instance, the educational psychologist could make his report on yellow paper, the speech therapists on green paper, the teacher on white paper, etc. This would greatly facilitate the use of records by professionals and researchers. 7
Note color
17. Early intervention with handicapped children should commence at the time of diagnosis. If a child is diagnosed with a hearing, vision or developmental lag problem at any time after birth, an infant stimulation program should be available to meet his needs. This would complement the Early Childhood Services. 12
18. Periodic surveillance of all children prior to school for health problems and developmental lag should be an accepted public policy. 13

19. All children should be required to have a health examination to ensure that sensory deficiencies and other health problems which affect the student's learning will receive appropriate attention and thereby help the student to be a more efficient learner. 13

20. A network of Learning Resource Centres for special education materials should be set up throughout the province so that teachers are within a reasonable driving distance from a center. 14

21. There needs to be improved articulation between Early Childhood Services and regular elementary schools about atypical students. Agree

22. Because the most frequent number of referrals occurred in grades one, two and three, particular attention should be given to the needs of children during the first three grades. An experiment should be conducted incorporating kindergarten and the first three grades into an ungraded span of time where emphasis would be on an individualized program for each child, particularly in reading and mathematics, as well as the child's developmental needs. The experience and success in the New Orleans Public School Project Learning Disabilities supports the need for early identification and intervention. 15

23. When a resource room is established in each elementary school of 100 to 150 students, proper provision should be made to ensure that the resource room is properly equipped with both suitable equipment and materials. Agree

PERSONNEL

24. The Department of Education should conduct a manpower study on the need for personnel to serve children with special needs in Alberta schools and treatment centers.
25. While at university, specialist personnel should be offered financial assistance if they are prepared to work in the rural areas for a short period of time.
26. A policy of financing and assigning specialist personnel on a ratio of the student enrolment should be adopted, with some flexibility for special circumstances. The ratio could be such as: 1 school psychologist for every 2,000 students, 1 resource room teacher for every 100 to 150 students, 1 elementary school counselor for every 250 students.
27. Because of the emphasis on the integration of the atypical student into the regular school and class and because by the law of statistics every teacher is going to be faced with atypical children in her classroom, all teachers should be required to have an introductory course in special education as part of their teacher preparation: This is a recommendation of the Standard for Educators of Exceptional Children in Canada.
28. As shown by the data, the major cause for referral in both LAFS and LAC was reading problems. All teachers should be required to take a course in reading as part of their undergraduate teacher education program.

*Teacher
aids*

29. Provisions should be made for paraprofessionals to be assigned to programs for exceptional children to ensure that the child with special needs receives the necessary individual attention under the supervision of a teacher.

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30. Preparation programs for paraprofessionals to work with handicapped children in a variety of settings should be established at community colleges and articulated with universities so that the paraprofessional will receive at least some credit for his previous work should he or she decide to work towards a degree.

?

31. In order to protect the rights of handicapped children and to ensure they are educated by a specialist who has received special preparation to meet their needs, the ~~Department of Education should implement specialist certification~~ which already exists in Ontario and Quebec and every state in the USA.

21

32. A high priority should be given to a concerted and coordinated approach to inservice education. Teachers should be required to periodically renew their certification by updating their knowledge in their area of speciality. (In Georgia, teachers with a bachelor's degree are required to renew their certification every 3 years and teachers with a masters degree are required to renew their certification every 5 years.)

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33. The Department of Education should implement one or two centers in the province which would concentrate on inservice education. These centers should be staffed with a small

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number of highly qualified staff who would plan, administer and coordinate the workshop, but would use the expertise of personnel throughout the province on an ad hoc basis. These workshops could last for one week Monday through Friday, more than one week or a weekend, Friday afternoon to Sunday afternoon.

The Department of Education needs to ensure that Research and Curriculum Development in Special Education is promoted in Alberta. This requires that some staff be appointed full time, preferably at a university to develop these two areas which have been much neglected in the province and in Canada.

A cost effectiveness study should be implemented in special education. This will require appropriate and accurate data to be kept on the student from the beginning of his initial assessment. In addition, a detailed analysis of contact time by the various professionals involved will be necessary. (See suggested type of contact time sheet in appendix I).

Teachers should be required to periodically renew their certification by updating their knowledge in their area of specialty. (In Georgia, teachers with a bachelor's degree are required to renew their certification every 3 years and teachers with a masters degree are required to renew their certification every 3 years.) The Department of Education should implement one or two centers in the province which would concentrate on inservice education. These centers should be staffed with a small

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APPENDIX A

Field Visits

FIELD VISITS BY THE EVALUATOR

March 1, 1974	Met with Department of Education Officials, Edmonton, Alberta.
March 27, 1974	Visited LAFS and sat in on Board Meeting with the Minister of Education.
March 29, 1974	Visited LAC and met with the Director and Team Members. Grande Prairie, Alberta.
April 5, 1974	Visited LAFS and met with the Team regarding data collected and first draft of form for data collection. Red Deer, Alberta.
May 2, 1974	Visited Bentley, Eckville and Rocky Mountain House in LAFS Project area to acquaint self with decentralized records.
May 3, 1974	Met with Department of Education Officials, LAC and LAFS at School for the Deaf, Edmonton.
May 8, 9, 10	Collecting data at Rocky Mountain House and Red Deer - LAFS Project.
May 14, 15, 16, 17	Collecting data in Stettler, Camrose and Red Deer - LAFS Project.
May 22, 23, 24	Collecting data at Grande Prairie - LAC Project.
May 31, 1974	Collecting data at Red Deer - LAFs Project.
September 1974	Visited Lethbridge, Taber, Medicine Hat.
December 1974	Visit to Waycross, Georgia, U.S.A., to study the WAPEC Project for delivering Special Educational Service in Rural Areas.

APPENDIX B

PARENT QUESTIONNAIRES

PARENT REACTION TO LEARNING ASSISTANCE CENTER (LAC) PROJECT

1. Were you made aware that your son or daughter was being referred to the LAC? Yes ☐ No ☐
 If you answered "Yes" who informed you?
☐ LAC team member
☐ Principal
☐ Teacher
2. Do you feel your son or daughter profited and improved in progress as a result of being seen by the LAC? Yes ☐ No ☐
3. How would you rate your son or daughter's progress?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
4. How many times were you contacted after the initial referral to the LAC by either a team member, the teacher, or the principal. Please circle appropriate number.
 0 1 2 3 4 5 6
5. What was your son or daughter's reaction to the LAC program which was implemented for him or her at school?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
6. Were you aware of your son or daughter's problem before he or she was referred to the LAC team? Yes ☐ No ☐
 Comments _____

7. Were you satisfied with the special efforts made for your son or daughter at school? Yes ☐ No ☐
 Comments _____

8. Were you advised by the LAC team or teacher as to what you could do for your son or daughter to help him or her with the problem at home? Yes ☐ No ☐
 Comments _____

9. Would you like to see more educational finances assigned to providing special assistance to children with learning difficulties? Yes ☐ No ☐
 Comments _____

10. Any other comments you should like to make about the LAC or service to children with special educational needs would be appreciated.

APPENDIX C

TEACHER QUESTIONNAIRES

TEACHER REACTION TO LEARNING ASSISTANCE FIELD SERVICE (LAFS) PROJECT

1. How many students have you referred to the LAFS Team? _____
2. How many more students would you have referred to the LAFS if unlimited service had been available? _____
3. Were you satisfied with the procedure for referral in your school district? Yes ☐ No ☐
If 'no' what are your objections?

4. How long after referring the student or students in your class did you have to wait before they were seen by the LAFS Team? Place one check mark in the appropriate place for **each student** referred to the LAFS team.
- ☐ Same day ☐ Same week ☐ Two weeks ☐ 1 month
☐ 2 months ☐ 3 months ☐ 4 months ☐ 5 months
☐ 6 months ☐ 7 months ☐ 8 months ☐ 9 months
☐ 10 months ☐ 11 months ☐ 12 months
5. Did the team or team member consult you regarding the student or students you referred to the LAFS? Yes ☐ No ☐
6. Were you required to complete a Referral Form for each of the students you referred to the LAFS Team? Yes ☐ No ☐
7. How would you rate the meaningfulness of the report and individualized program given you by the LAFS team to assist you with the student's problem? Excellent ☐ Good ☐ Fair ☐ Poor ☐
8. Did the program directions include copies or references of instructional material and/or methods of instruction? Yes ☐ No ☐
- If you answered 'No', was the problem -
☐ speech
☐ psychological assessment
☐ other _____
9. Did you have sufficient materials available to you to implement the type of individualized program the student needed? Yes ☐ No ☐
10. How would you rate the student's or students' progress as a result of the consultation given by the team or team members? Complete a separate rating for each student referred.
- | | Excellent | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| Student A | 1 | 2 | 3 | 4 |
| Student B | 1 | 2 | 3 | 4 |
| Student C | 1 | 2 | 3 | 4 |
| Student D | 1 | 2 | 3 | 4 |
| Student E | 1 | 2 | 3 | 4 |
| Student F | 1 | 2 | 3 | 4 |
11. Were you able to devote enough time to implement the student's or students' program as planned by the LAFS Team or member? Yes ☐ No ☐

If 'No', please check

- ☐ Class too big
☐ Lacking skills
☐ No Administrative Support
☐ Other _____

12. How many follow-ups did the LAFS team or team member make with the student or students you referred?

Please enter the number of follow-ups given your student or students

4 - 0 means four students with no follow-ups

1 - 3 means one student with three follow-ups

Follow-up is defined as any contact regarding the student problem,

eg.

- phoning parents
- phoning agencies
- talking with teacher
- talking with principal
- working with student - etc.

Students	Follow-ups
	0
	1
	2
	3
	4
	5
	6

13. Could you have used more follow-up assistance from the LAFS team or team members?

Yes ☐ No ☐

14. How would you rate the overall service given by the LAFS team? Excellent ☐

Good ☐ Fair ☐ Poor ☐

15. Would you like to see the type of service given by the LAFS team expanded?

Yes ☐ No ☐

16. Would you like to see the support service provided in another form?

Yes ☐ No ☐

17. If you answered 'yes' to Question 16 describe the form of support service you would like to see in your school.

18. Do you think there is a need for a qualified counsellor at the elementary school level?

Yes ☐ No ☐

19. Do you think there is a need for a qualified resource room teacher in each school to provide individual assistance to students with learning difficulties for at least part of each day?

Yes ☐ No ☐

20. Did you participate in any inservice education sponsored by the LAFS team?

Yes ☐ No ☐

21. How valuable did you find the inservice education by the LAFS team. Excellent ☐

Good ☐ Fair ☐ Poor ☐

22. Other comments or reaction to LAFS project.

APPENDIX D

Principal Questionnaires

1. How many students in your school were referred to the LAFS team? _____
 2. How many students in your school were actually seen by the LAFS team since its inception? _____
 3. How many more students in your school do you estimate your staff would have referred to the LAFS team if unlimited service had been available? _____
 4. Were you satisfied with the procedure for referral in your school district? Yes ☐ No ☐
 5. If you answered "No" what are your objections?

 6. After a student in your school was referred to the LAFS team what was the average waiting time before the student was seen by the team?
☐ Same day ☐ Same week ☐ Two weeks ☐ 1 month
☐ 2 months ☐ 3 months ☐ 4 months ☐ 5 months
☐ 6 months ☐ 7 months ☐ 8 months ☐ 9 months
☐ 10 months ☐ 11 months ☐ 12 months
 7. Did the LAFS team or team member consult your teachers regarding the student they referred to the LAFS for assistance? Yes ☐ No ☐
 8. Did the LAFS team or team member consult you regarding the students referred to the LAFS from your school? Yes ☐ No ☐
 9. Were your teachers required to complete a referral form on each student they referred to the LAFS? Yes ☐ No ☐
 10. Were the parents made aware that the student was being referred to the LAFS team? Yes ☐ No ☐
 11. What was the parents reaction to having their son or daughter referred to the LAFS team?
☐ Very supportive ☐ Supportive ☐ Not supportive ☐ Objected
 12. How would you rate the helpfulness of the reports made available to your teachers by the LAFS team to assist them with the students problems?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
 13. Did the reports contain sufficient individualized programs directions and copies of references of instructional materials and/or methods of instruction? Yes ☐ No ☐
 14. How would you rate the students or students' progress as a result of the assistance given by the LAFS team or team member? Complete a separate entry for each student by circling the appropriate rating for each student referred from your school. eg. six students - six ratings.
- | | Excellent | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| Student A | 1 | 2 | 3 | 4 |
| Student B | 1 | 2 | 3 | 4 |
| Student C | 1 | 2 | 3 | 4 |
| Student D | 1 | 2 | 3 | 4 |
| Student E | 1 | 2 | 3 | 4 |
| Student F | 1 | 2 | 3 | 4 |
| Student G | 1 | 2 | 3 | 4 |
| Student H | 1 | 2 | 3 | 4 |
| Student I | 1 | 2 | 3 | 4 |
| Student J | 1 | 2 | 3 | 4 |
| Student K | 1 | 2 | 3 | 4 |
| Student L | 1 | 2 | 3 | 4 |
| Student M | 1 | 2 | 3 | 4 |
| Student N | 1 | 2 | 3 | 4 |
| Student O | 1 | 2 | 3 | 4 |
| Student P | 1 | 2 | 3 | 4 |
| Student Q | 1 | 2 | 3 | 4 |
| Student R | 1 | 2 | 3 | 4 |
| Student S | 1 | 2 | 3 | 4 |

15. Were the teachers or your staff able to implement the LAFS team's or team members program for the individual student?

Yes ☐ No ☐

If you answered "No" was the reason

- ☐ unable to devote sufficient time because of large class
☐ teacher lacked skills
☐ teacher lacked instructional methods
☐ other _____

16. How many follow-ups did the LAFS team or team member make with the student or students you referred?

Please enter the number of follow-ups given your student or students.

4 - 0 means four students with no follow-ups

1 - 3 means one student with three follow-ups

Follow-up is defined as any contact regarding the student program.

eg.

- phoning parents
- phoning agencies
- taking with teacher
- taking with principal
- working with student - etc.

Students	Follow-ups
	0
	1
	2
	3
	4
	5
	6

17. Could your staff and the student profited from more follow-up assistance from the LAFS team or team member?

Yes ☐ No ☐

18. How would you rate the overall service given by the LAFS team?

☐ Excellent ☐ Good

☐ Fair ☐ Poor

19. Would you like to see the type of service given by the LAFS team expanded in the same form?

Yes ☐ No ☐

20. Would you like to see the support service provided for children with learning difficulties provided in another form?

If you answered "Yes" to Question 20 describe the form of support service you would like to see in your school.

Yes ☐ No ☐

21. Do you think there is a need for a qualified counsellor at the elementary school level?

Yes ☐ No ☐

22. Do you think there is a need for a qualified resource room teacher in each school to provide individual assistance to students with learning difficulties for at least part of each day?

Yes ☐ No ☐

23. Did you or your staff participate in any inservice education provided by the LAFS team?

Yes ☐ No ☐

24. How valuable did you find the inservice education?

☐ Excellent ☐ Good

☐ Fair ☐ Poor

25. Please react to the LAFS Project from your perspective as a school administrator with respect to the general delivery of service in terms of both quality and quantity.

26. What specific suggestions do you have for improvement of support service for children with learning difficulties?

APPENDIX E

Superintendent Questionnaires

**SUPERINTENDENT REACTION TO LEARNING ASSISTANCE CENTER (LAC)
OR LEARNING ASSISTANCE FIELD SERVICE (LAFS) PROJECT**

240

1. How many students are there in your school district?

Elementary grades 1 to 6

Junior High grades 7 to 9

Senior High grades 10 to 12

Total

2. Did the LAC or LAFS team have complete freedom of operation in your school district?

Yes ☐ No ☐

If you answered "No" please check one of the following:

☐ emphasized giving assistance to one student in each school
☐ emphasized showing that the service could function well in a few pilot schools
☐ emphasized diagnosis of students with no follow-up
☐ emphasis on service to a few students with "priority needs" as seen by the LAC or LAFS team with maximum follow-up
☐ other _____

3. How do you rate the overall service given by the LAC or LAFS team to your school district?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

4. What are your criticisms of the present form of service given by the LAC or LAFS team?

☐ too few staff
☐ not staffed with members who are competent to really help teachers
☐ other _____

5. Do you think that under the present system of organization too much professional time is being spent on travelling because of the large territory the team or team member is expected to cover?

Yes ☐ No ☐

Comments _____

6. Do you think too much of the budget is expended on travel rather than service to children?

Yes ☐ No ☐

Comments _____

7. If special service personnel were funded by the province on a student ratio basis, eg. one school psychologists for every 2,500 students, would you prefer to have your own or share one with an adjacent school district rather than having the service from the LAC or LAFS team?

Yes ☐ No ☐

Comments _____

8. If you already have a school psychologist or educational psychologist service, how many do you employ? _____

9. How many special education teachers do you have in your school district? _____

10. How many of your special education teachers have an undergraduate major or post graduate preparation in special education? _____

11. How many special education classes do you have in your school district? _____

12. How many classes of your special education classes are for:

educationally mentally retarded (opportunity class)

emotionally disturbed

learning disabilities

educationally disadvantaged

13. How many elementary school counsellors are employed in your school district? _____

14. How many resource room teachers are employed in your school district? _____

15. How many of the resource room teachers are qualified with post graduate work in remedial or special education? _____

17. Do you think that there is a need for a qualified resource room teacher in each school to provide individual assistance to students with learning difficulties for at least part of each day? Yes ☐ No ☐

18. Would you like to see the type of service given by the LAC or LAFS team expanded in the same form? Yes ☐ No ☐
Comments _____

19. Would you like to see support services for children with learning difficulties provided in another form? Yes ☐ No ☐
If you answered "Yes" describe the form of service you would like to see in your school district? _____

20. Did any of your staff participate in inservice education provided by the LAC or LAFS team? Yes ☐ No ☐

21. How valuable did your staff find the inservice education by the LAC or LAFS team.
☐ Excellent ☐ Good ☐ Fair ☐ Poor

22. How many children with special education problems do you have in your school district in the following categories.

educationally mentally retarded	_____
(opportunity class)	_____
emotionally disturbed	_____
learning disabilities	_____
speech impaired	_____
visually handicapped	_____
auditorally handicapped	_____
physically handicapped & other health impairments	_____
multiply handicapped eg. blind & deaf	_____
mentally retarded & deaf	_____

23. Are children in your school district required to have a health examination by a physician for entry into grade one? Yes ☐ No ☐

24. From your perspective as a school superintendent, please react to the LAC or LAFS Project with respect to the general delivery of service in terms of quality and quantity.

25. What specific suggestion do you have for improvement of support service for children with learning difficulties?

26. Do you think the budget for special educational service needs to be increased? Yes ☐ No ☐
Comments _____

27. Describe briefly what you consider to be the ideal organization for delivering service to children with special educational needs in your school district.

APPENDIX F

LAFS and LAC Personnel Questionnaires

LAC or LAFS STAFF PERCEPTIONS OF THEIR ASSIGNMENT
AND OTHER RELATED FACTORS

1. Did your assigned role allow you to function according to your perception of your professional role?

Yes ☐ No ☐

If you answered No, what were some of the restrictions?

2. Were restrictions placed upon you by superintendents or principals which interfered with your professional freedom and judgement?

Yes ☐ No ☐

If you answered yes, what were some of the restrictions?

3. Did the Director of LAC or LAFS inhibit you from functioning according to your perception of your professional role?

Yes ☐ No ☐

If you answered yes, explain how you were restricted.

4. Were you satisfied with the method of student referral in your project?

Yes ☐ No ☐

If you answered No, what did you not like about the method of referral.

5. Were parents required to sign a consent form before you worked with their child?

Yes ☐ No ☐

If you answered No, what was the reason it was not required?

6. If you answered No to question No. 5, were you in agreement with not having parents sign a consent form before working with their child? Yes ☐ No ☐

7. How many of the students who were referred to you were not seen by you by June of 1974, the end of the school year? _____

8. What was the average delay after a student was referred to you until the time you actually saw him?

- | | | | |
|------------------------------------|------------------------------------|------------------------------------|-----------------------------------|
| ☐ Same day | ☐ Same week | ☐ Two weeks | ☐ 1 month |
| ☐ 2 months | ☐ 3 months | ☐ 4 months | ☐ 5 months |
| ☐ 6 months | ☐ 7 months | ☐ 8 months | ☐ 9 months |
| ☐ 10 months | ☐ 11 months | ☐ 12 months | |

9. Did you discuss the child's problem and implementation of the the prescriptive program with his parents? Yes ☐ No ☐

If you answered No, what were the reasons?

10. Did you discuss the child's problem, prescriptive program, and continuous assessment with his teacher? Yes ☐ No ☐

If you answered No, what were the reasons?

11. Once a child's program was implemented were you able to follow up on his progress to your satisfaction? Yes ☐ No ☐

If you answered No, what were the reasons?

12. What was the average number of follow ups you did with students who were referred to you?

0 1 2 3 4 5 6

13. Did you have proper and sufficient materials to leave with a teacher so that he or she could implement a prescriptive program with a child? Yes ☐ No ☐

Comments _____

14. Did you have any secretarial assistance to help you with your records and reports? Yes ☐ No ☐

If you answered No, what were the reasons?

If you answered Yes, did you have sufficient secretarial assistance or did the lack of secretarial assistance prevent you from being more effective?

- ☐ Sufficient Clerical Assistance
☐ Insufficient Clerical Assistance

Comments _____

15. How many hours per work day did you average including travel time? _____

16. What proportion of your time per month was spent in travel? _____

17. What were the factors which prevented you from doing your job more effectively?

Comments _____

18. What suggestions do you have for making services in your project more available and effective?

Comments _____

19. Do you think that all reasonably sized elementary schools should have a qualified elementary school counselor? Yes / / No / /

Comments _____

20. Do you think there is need for a qualified resource room or learning assistance teacher in each reasonably sized elementary school to provide regular assistance to students with learning difficulties for at least part of each school day? Yes / / No / /

Comments _____

21. Do you think the in-service education of teachers in rural areas needs to be planned and coordinated on a more meaningful and long range basis? Yes / / No / /

Comments _____

22. What to you see as the priorities in providing better services to atypical children in rural areas?

Comments _____

APPENDIX G

Zone VI Questionnaires and Program Administrators

To LDF Projects in Zone VI

Name of School System _____

1. How many students were enrolled in your school system during 1973-74 in grades

Preschool _____
 1 to 6 _____
 7 to 9 _____
 10 to 12 _____

2. How much money did you receive from the Alberta Department of Education in 1973-74 under the L.D. funds?

amount _____

3. How many professionals and paraprofessionals were employed and paid for by the LD funds in 1972-73 to work with children with learning disabilities ?

professionals _____
 paraprofessionals _____

4. How many professionals and paraprofessionals were employed by your school system to work with children with learning disabilities prior to 1973-74 before it was funded by LD funds ?

professionals _____
 paraprofessionals _____

5. How many professionals and paraprofessionals were specifically hired by your school system in 1973-74 to work with children with learning disabilities because your school system was awarded LD funds ?

professionals _____
 paraprofessionals _____

6. How many students in your school system received special additional individual attention in 1973-74 as a result of your school system receiving LD funds ?

Grades 1 to 3 _____
 4 to 6 _____
 7 to 9 _____
 10 to 12 _____

7. In what way did you use the special LD funds in your school system in 1973-74? Check more than one if applicable.

- | | |
|---|-------|
| 1. preschool classes | _____ |
| 2. resource room teacher within one school | _____ |
| 3. peripatetic teacher who consulted with regular teachers in several schools | _____ |
| 4. university consultant | _____ |
| 5. other _____ | _____ |

8. Did you have difficulty obtaining sufficient qualified personnel to ~~imple~~ment your program.

Yes No

Comments:

9. Did you do any formal evaluation of your LDF program for 1973-74 ?

Yes No

If you answered Yes to question 9 what were the results and is it possible to get a copy of the results ?

If you answered No to question 9 what was your problem in not being able to gather formal evaluation ?

10. From your experience with the LD funds in 1973-74 do you think the present system of funding provides sufficient financial assistance to allow you to deliver a really meaningful program to children with learning disabilities ?

Comments:

- 11 What criteria did you use for admitting your students to this LD funded project in 1973-74?

Comments:

- 12 As a result of your experience in 1973-74 did you change the criteria for admission to the program for 1974-75?

Yes No

If yes, what were the changes?

Comments:

- 13 As a result of your experience with the LD funded project in 1973-74 what suggestions do you have for improving the delivery of service? eg. administration, financing, personnel, programs, materials, etc.

Comments:

- 14 Any other comments you would like to make about the LD Fund project would be appreciated.

ZONE VI. SCHOOL JURISDICTIONS
WHICH DID NOT USE LD FUNDS
IN 1973-74

1. Name of School Jurisdiction _____
2. What were your main reasons for not applying for LD funds for the 1973-74 school year?

- 2.1 ☐ Lack of Time.
- 2.2 ☐ Shortage of Qualified Personnel.
- 2.3 ☐ Lack of Physical Space.
- 2.4 ☐ Too few LD students in the school jurisdiction.
- 2.5 ☐ The program was too difficult to organize because of a sparse school population.
- 2.6 ☐ The financial allowance under the LD funds was insufficient to provide a meaningful program.
- 2.7 ☐ No means of diagnosing students.
- 2.8 ☐ Other

Please check as many of the above answers as you feel appropriate and then explain further with comments below:

3. Have you received LD funds for 1974-75? Yes No

If you answered yes what changes have occurred which enabled you to apply for LD funds this year whereas you did not apply last year? Please comment:

Page 2

4. How many students are enrolled in your school jurisdiction in 1974-75?

Grades 1 to 3 _____

Grades 4 to 6 _____

Grades 7 to 9 _____

Grades 11 to 12 _____

5. If you received LD funds for 1974-75 how much did you receive? _____

6. What suggestions do you have for improving service to learning disabled students?

6.1 Financial

6.2 Organizational

6.3 Personnel

6.4 Curriculum

6.5 Instructional Material

6.6 Physical Space

7. How many educably mentally retarded students are you providing service to in your school jurisdiction? _____

Page 3

8. Are they in separated classes or integrated into regular classes?

_____ Segregated

_____ Integrated

9. If segregated classes how many are there? _____

10. If you are providing a program this year, 1974-75, for L.D. students with the assistance of L.D. funds what form of organization are you using?

_____ 10.1 Peripathetic Teacher or Teachers

_____ 10.2 Resource Room in school to serve students in a particular school

_____ 10.3 Educational Clinic - students transported from several schools

_____ 10.4 Paraprofessionals used to provide educational assistance to regular teachers

_____ 10.5 Pay for salaries of existing personnel

_____ 10.6 Consultants for diagnosis and programs

_____ 10.7 Other _____

11. How many LD students are you serving this year? _____

12. Are you using local school board funds as well as the LD funds to provide a special program for LD students in 1974-75?

_____ Yes

_____ No

If you answered yes, did you provide financial assistance for:

12.1 Salaries No _____ Yes _____ How much? _____

12.2 Transportation No _____ Yes _____ How much? _____

12.3 Materials No _____ Yes _____ How much? _____

13. How many students were enrolled in your school jurisdiction in 1973-74?

Grades 1 to 3 _____

 4 to 6 _____

 7 to 9 _____

 10 to 12 _____

APPENDIX H

Maps of Zones I, IV and VI

APPENDIX I

Contact Time Record Sheet

ITINERANT Circle ECE, ED, EMR, HELP, HH, HI, IE, LD, Date: Month Day 74/75
 SUPERVISORY Component: PH, PRIDE, PS, S, TMR, TV, VI & WAPEC Work Day Other

Contact by: (Print Last Name and 1st Init.) WAPEC or System (First Three Letters) School Grade

Contact with:

	Compon	No.	Min	Who	Purpose of Contact:
1. Child					Build and Maintain Rapport 1
2. College					Intake Interview 2
3. Content Specialist					Screening: Admin. 3, Score 4
4. Counselor					Referral for Testing 5
5. Director/Coordinator					Diagnosis: Admin. 6, Score 7
6. Facilitator					Staffing/Placement 8
7. Federal Personnel					Teaching, Counseling, etc. 9
8. Non-Target Teacher					Observation 10
9. Other Comm. Agency					Acquire Funds 11
10. Parent					Program Management: Plan 12,
11. Principal					Install 13, Maintain 14, Refine 15
12. Private Person					Staff Development (In-Service)
13. Program Evaluator					Prepare 16, Deliver 17, Receive 18
14. Psychologist					Supervision: Plan 19, Implement 20
15. Social Worker					Disseminate: Prepare 21,
16. Spec. Ed. Comm. Agency					Implement 22
17. State Office Personnel					Travel: Plan 23, Implement 24
18. Superintendent (and Staff)					Report Writing 25
19. Target Teacher					Materials Preparation 26
20. Teacher Aide/Paraprof.					TV, Plan 27, Produce 28
21. Visiting Teacher					Recruitment 29
22. Visitors					General Administration 30
23. WAPEC					Other 31
24. None/Self					
25. Other (					)

Component, Number, Contact/

ITINERANT Circle ECE, ED, EMR, HELP, HH, HI, IE, LD, Date: Month Day 74/75
 SUPERVISORY Component: PH, PRIDE, PS, S, TMR, TV, VI & WAPEC Work Day Other

Contact by: (Print Last Name and 1st Init.) WAPEC or System (First Three Letters) School Grade

Contact with:

	Compon	No.	Min	Who	Purpose of Contact:
1. Child					Build and Maintain Rapport 1
2. College					Intake Interview 2
3. Content Specialist					Screening: Admin. 3, Score 4
4. Counselor					Referral for Testing 5
5. Director/Coordinator					Diagnosis: Admin. 6, Score 7
6. Facilitator					Staffing/Placement 8
7. Federal Personnel					Teaching, Counseling, etc. 9
8. Non-Target Teacher					Observation 10
9. Other Comm. Agency					Acquire Funds 11
10. Parent					Program Management: Plan 12,
11. Principal					Install 13, Maintain 14, Refine 15
12. Private Person					Staff Development (In-Service)
13. Program Evaluator					Prepare 16, Deliver 17, Receive 18
14. Psychologist					Supervision: Plan 19, Implement 20
15. Social Worker					Disseminate: Prepare 21,
16. Spec. Ed. Comm. Agency					Implement 22
17. State Office Personnel					Travel: Plan 23, Implement 24
18. Superintendent (and Staff)					Report Writing 25
19. Target Teacher					Materials Preparation 26
20. Teacher Aide/Paraprof.					TV, Plan 27, Produce 28
21. Visiting Teacher					Recruitment 29
22. Visitors					General Administration 30
23. WAPEC					Other 31
24. Non/Self					
25. Other (					)

Component, Number, Contact/

A·T·A LIBRARY

THE ALBERTA TEACHERS' ASSOCIATION
11010 - 142 STREET
EDMONTON, - ALBERTA
T5N 2R1

A.T.A LIBRARY

Date Due

371.9 Evaluation of LAFS and LAC
A333
1976 Ev
c.2

THE ALBERTA TEACHERS' ASSOCIATION
11010 - 142 STREET
EDMONTON, - ALBERTA
T5N 2R1

